

# FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



**Pam Stewart, Commissioner**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399

**School:** 0761 - Fienberg/Fisher K 8 Center  
**District:** 13 - Dade  
**Principal:** Maria Zabala G  
**SAC Chair:** Maria Cruz  
**Superintendent:** Mr. Alberto M Carvalho  
**School Board Approval Date:** [pending]  
**Last Modified on:** 10/23/2013

<b>Address:</b>	<u><b>Physical</b></u>	<u><b>Mailing</b></u>
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<b>Phone Number:</b>	305-531-0419	
<b>Web Address:</b>	<a href="http://fienberg.dadeschools.net">http://fienberg.dadeschools.net</a>	
<b>Email Address:</b>	pr0761@dadeschools.net	

<b>School Type:</b>	Combination School			
<b>Alternative:</b>	No			
<b>Charter:</b>	No			
<b>Title I:</b>	Yes			
<b>Free/Reduced Lunch:</b>	86%			
<b>Minority:</b>	87%			
<b>School Grade History:</b>	<u><b>2012-13</b></u> C	<u><b>2011-12</b></u> B	<u><b>2010-11</b></u> A	<u><b>2009-10</b></u> A

## NOTE

Sections marked N/A in the online application have been excluded from this document.  
For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

<b>Current School Status</b>	
<b>School Information</b>	
<b>School-Level Information</b>	
<b>School</b> Fienberg/Fisher K 8 Center	
<b>Principal's name</b> Maria Zabala G	
<b>School Advisory Council chair's name</b> Maria Cruz	
<b>Names and position titles of the School-Based Leadership Team (SBLT)</b>	
<b>Name</b>	<b>Title</b>
Aisha Marrero	Asst. Principal
Mary Murphy	Asst. Principal
Yessenia Cardoso	IB PYP Coordinator
Pierrela Jeanbaptiste	IB MYP Coordinator
Danielle Klahr	Reading Coach
Jessie Maguire-Stebenne	Social Worker/Trust Counselor
Philip Pearson	Media Specialist
Fredeswinda Torres	Guidance Counselor
Ingrid Whalen	SPED Chair
<b>District-Level Information</b>	
<b>District</b> Dade	
<b>Superintendent's name</b> Mr. Alberto M Carvalho	
<b>Date of school board approval of SIP</b> Pending	
<b>School Advisory Council (SAC)</b> This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
<b>Describe the membership of the SAC including position titles</b> The EESAC is comprised of the following: Principal-1, Adult Principal-1, Teachers-5, Adult Teacher-1, Union Steward-0, Student rep-1, Adult Student Rep-1, Educational Support-1, Parents-7, and Business Community Rep-3	
<b>Describe the involvement of the SAC in the development of this school improvement plan</b> The EESAC is involved in the preparation and evaluation of the school improvement plan. EESAC is the sole body responsible for the final decision-making at the school related to the implementation of the school improvement plan. The School Advisory Council meets monthly to review, evaluate and discuss the school budget to ensure the proper spending of the fiscal school year budget towards student tutorial programs, teacher training, instructional materials, technology and additional support staff. Separate committees are formed to assist the school advisory council in the preparation of the School Improvement Plan. Such committees include Reading, Writing, Mathematics, Science, Parental Involvement and Discipline and Safety.	
<b>Describe the activities of the SAC for the upcoming school year</b> The Educational Excellence School Advisory Council (EESAC) plays a vital role in the decision-making process at Fienberg Fisher K-8 Center as related to specific areas such as School Budget, the School Improvement Plan, the Parent Involvement Plan, School Activities/Committees, and Safety.	

**Describe the projected use of school improvement funds and include the amount allocated to each project**

After voting to allocate those funds for this year, a consensus was reached to utilize the funds to purchase hourly personnel for after school and in school tutorials in accordance with the strategies delineated in the SIP. Specifically to support Title I funds to purchase tutoring after school on Mondays, Tuesdays, and Thursdays.

**Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below**  
 Not In Compliance
**If no, describe the measures being taken to comply with SAC requirements**

Currently our EESAC is missing a Parent Rep and an Alternate Parent Rep. Notification was made the Open House and at PTA meetings that we are actively search for two Parent Reps for the committee

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# Administrators** 3

**# Receiving Effective rating or higher** (not entered because basis is < 10)

**Administrator Information:**

<b>Maria Zabala G</b>		
Principal	Years as Administrator: 13	Years at Current School: 13
<b>Credentials</b>	B.A. – B.A.- Psychology, Florida International University, Master’s Degree- Nova Southeastern University- Educational Leadership Certifications: Specific Learning Disabilities K-12; ESOL Endorsement K-12; Ed Leadership K-12	
<b>Performance Record</b>	2013 – School Grade C Rdg. Proficiency, 53% Math Proficiency, 52% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 73points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 70 points Rdg. AMO –57 Math AMO–58 2012 – School Grade B Rdg. Proficiency, 50% Math Proficiency, 48% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 72 points Alg. I, 74% Rdg. AMO –57 Math AMO–58 '11 '10 '09 Sch. Gr. A A A AYP N N N High Standards Rdg. -- 63 64 71 High Standards Math -- 69 67 69 Lrng Gains-Rdg. -- 60 67 64 Lrng Gains-Math -- 70 66 67 Gains-Rdg-25% -- 56 67 66 Gains-Math-25% -- 78 69 70	

**Mary V. Murphy**

Asst Principal

Years as Administrator: 12

Years at Current School: 7

**Credentials**

B.S.- Elementary Education, University of Miami; Master of Education – Educational Leadership, Nova Southeastern University  
 Certifications: Elem. Ed. K-6th grade, Educational Leadership K-12, ESOL Endorsed

**Performance Record**

2013 – School Grade C  
 Rdg. Proficiency, 53%  
 Math Proficiency, 52%  
 Rdg. Lrg. Gains, 71 points  
 Math Lrg. Gains, 73points  
 Rdg. Imp. of Lowest 25% - 75 points  
 Math Imp. of Lowest 25% - 70 points  
 Rdg. AMO –57  
 Math AMO–58  
 2012 – School Grade B  
 Rdg. Proficiency, 50%  
 Math Proficiency, 48%  
 Rdg. Lrg. Gains, 68 points  
 Math Lrg. Gains, 67 points  
 Rdg. Imp. of Lowest 25% - 67 points  
 Math Imp. of Lowest 25% - 72 points  
 Alg. I, 74%  
 Rdg. AMO –57  
 Math AMO–58  
 '11 '10 '09  
 Sch. Gr. A A A  
 AYP N N N  
 High Standards Rdg. -- 63 64 71  
 High Standards Math -- 69 67 69  
 Lrng Gains-Rdg. -- 60 67 64  
 Lrng Gains-Math -- 70 66 67  
 Gains-Rdg-25% -- 56 67 66  
 Gains-Math-25% -- 78 69 70

<b>Aisha Marrero</b>		
<b>Asst Principal</b>	<b>Years as Administrator: 7</b>	<b>Years at Current School: 5</b>
<b>Credentials</b>	B.S. Varying Exceptionalities K-12, Nova Southeastern University; M.S. Reading K-12; Nova Southeastern University; Ed.S Educational Leadership Nova Southeastern University Certifications: Varying Exceptionalities K-12, Reading K-12, Educational Leadership K-12, ESOL Endorsed	
<b>Performance Record</b>	2013 – School Grade C Rdg. Proficiency, 53% Math Proficiency, 52% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 73points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 70 points Rdg. AMO –57 Math AMO–58 2012 – School Grade B Rdg. Proficiency, 50% Math Proficiency, 48% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 72 points Alg. I, 74% Rdg. AMO –57 Math AMO–58 '11 '10 '09 Sch. Gr. A A A AYP N N N High Standards Rdg. -- 63 64 71 High Standards Math -- 69 67 69 Lrng Gains-Rdg. -- 60 67 64 Lrng Gains-Math -- 70 66 67 Gains-Rdg-25% -- 56 67 66 Gains-Math-25% -- 78 69 70	
<b>Instructional Coaches</b>		
<b># Instructional Coaches 1</b>		
<b># Receiving Effective rating or higher</b> (not entered because basis is < 10)		
<b>Instructional Coach Information:</b>		

Danielle J. Klahr		
Full-time / School-based	Years as Coach: 6	Years at Current School: 12
Areas	Reading/Literacy	
Credentials	Professional Educator's: Varying Exceptionalities K-12, Reading K-12, ESOL K-12	
Performance Record	2013 – School Grade C Rdg. Proficiency, 53% Rdg. Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 75 points Rdg. AMO –57 2012 – School Grade B Rdg. Proficiency, 50% Rdg. Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% - 67 points Rdg. AMO –53 '11 '10 '09 Sch. Gr. A A A AYP N N N High Standards Rdg. -- 63 64 71 Lrng Gains-Rdg. -- 60 67 64 Gains-Rdg-25% -- 56 67 66	
Classroom Teachers		
# of classroom teachers 66		
# receiving effective rating or higher 66, 100%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 62%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 62, 94%		
# ESOL endorsed 49, 74%		
# reading endorsed 6, 9%		
# with advanced degrees 31, 47%		
# National Board Certified 2, 3%		
# first-year teachers 5, 8%		
# with 1-5 years of experience 7, 11%		
# with 6-14 years of experience 35, 53%		
# with 15 or more years of experience 19, 29%		
Education Paraprofessionals, pursuant to s. 1012.01(2)(e)		
# of paraprofessionals 6		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 6, 100%		
Teacher Recruitment and Retention Strategies		

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.**

1. Recruiting interns from Education programs from local universities. (Principal Responsible)
2. Faculty and Staff Appreciation Activities during meetings. (Asst. Principal and Leadership Team Responsible)
3. Teacher attendance support and incentives. (Principal and Asst. Principal Responsible )

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities**

Regular scheduled meetings attended by New Teachers, Administration, and Coaching staff.

**Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

MTSS/RtI is a general education initiative in which levels of support (resources) are allocated in direct proportion to student needs. The MTSS/RtI levels of interventions are usually thought of as tiers.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with the effective core instruction and behavioral supports to groups of targeted students who need additional instruction and/or behavioral support.
- The third level of support consists of intensive instructional and or behavioral interventions that are provided in addition to and in alignment with the effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual's student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

**What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?**

Team Members – We have considered the following individuals for the school's MTSS/RtI Team:

- Administrators- who will insure commitment and allocate resources
  - Teachers and Coaches who share the common goal of improving instruction
  - Team members who will work to build staff support, internal capacity, and sustainability over time.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns, such as :
- School math, science and behavioral specialists

Denise Dockstader, Renee Carrillo, Marcela Marcos, Sarah Burrows, Jessie Stebenne-Maguire, Fredeswinda Torres

- Special Education personnel

Ingrid Whalen

- School guidance counselor

Fredeswinda Torres

- School psychologist

Elizabeth Monestime

- School social worker

Ariel Orta

- Member of Advisory group

Pierrela Jeanbaptiste

- Community Stakeholder

Maria Cruz

**Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

**Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)**

1. Data will be used to guide instructional decisions and system procedures for all students to:
  - Adjust the delivery of curriculum and instruction to meet the specific needs of students
  - Adjust the delivery of behavior management system
  - Adjust the allocation of school based resources
  - Drive decisions regarding targeted professional development
  - Create student growth trajectories in order to identify and develop interventions
2. Managed Data will include:
 

Academic

  - FAIR assessment
  - Interim assessments
  - State/Local Math and Science assessments
  - FCAT 2.0
  - Student grades
  - School site specific assessments

Behavior

  - Student Case Management System
  - Detentions
  - Suspensions/Expulsions
  - Referrals by student behavior, staff behavior, and administrative context
  - Office referrals per day per month
  - Team climate surveys
  - Attendance
  - Referrals to special education programs

**Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

### Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

#### Strategy: Before or After School Program

**Minutes added to school year:** 3,780

#### Strategy Purpose(s)

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

#### Strategy Description

As part of the Title I Program, the students of Fienberg-Fisher K-8 Center will be offered the opportunity to receive State Supplemental Educational Services, a free tutorial service provided by outside agencies. In addition, all students who are performing in the lowest 25% of their grade level in Reading, Writing, or Math are invited to participate in a before or after school tutorial program for 5 hours per week. Certified teachers and paraprofessionals tutor students using Extended Day materials provided by the Reading Coach, which will be monitored through the administration of interim benchmark assessments. The purpose of these tutorials is to target the Sunshine State Standards and improve the students' overall performance on the 2014 FCAT 2.0 Assessment. Interim Assessments throughout the year will provide information on individual students' progress to determine if there is a need to redirect instruction.

#### How is data collected and analyzed to determine the effectiveness of this strategy?

Data is gathered through the M-DCPS interim assessments and reports. School administration and teachers discuss results and grade level activities to address shortfall areas identified as Grade Level targets. Teachers complete data chats with students to share results. Additionally, teachers schedule intervention for targeted students.

#### Who is responsible for monitoring implementation of this strategy?

The Literacy Leadership Team, Administration, SPED Team, and Grade Level Chairs participate in the collection of data.

### Literacy Leadership Team (LLT)

#### Names and position titles of the members of the school-based LLT

Name	Title
Danielle Klahr	Reading Coach
Ingrid Whalen	SPED Personnel
Fredeswinda Torres	Guidance Counselor
Elizabeth Monestime	School Psychologist
Jessie Stebenne	School Social Worker
Pierre Jeanbaptiste	SAC Representative
Maria Cruz	Business Community Rep

**Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)**

The Literacy Leadership Team (LLT) is a group of individuals lead by the Principal and administrative team. The LLT includes the Reading Coach and Media Specialist and meets monthly. This group supports reading instruction through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being and prevention of student failure through early intervention. These actions support student learning and the staff.

- Conducting daily Read-Alouds in all content area classes
- Conducting monthly mini-workshops during Early Release Days
- Forming study groups
- Researching strategies to address the concern
- Providing materials, resources, assistance to address the concerns and needs of the students
- Attending workshops/conferences on topic
- Modeling lessons in classrooms
- Provide ongoing coaching and support in the classrooms
- Analyzing and reviewing data
- Sharing and reporting through data chats
- Conducting Literacy conferences after each reading assessment
- Revising the concern based on the data

#### **What will be the major initiatives of the LLT this year?**

- Build a learning community of committed, school-based professionals
- Study scientifically based reading research
- Develop a school-based literacy plan of action
- Supply research-based professional development
- Increase Career Training Education and post-secondary readiness awareness

#### **Every Teacher Contributes to Reading Improvement**

##### **Describe how the school ensures every teacher contributes to the reading improvement of every student**

Fienberg-Fisher K- 8 Center utilizes a variety of instructional teaching models. We are an International Baccalaureate (IB) World School, housing a Middle Years Programme (MYP). The IB programs will continue to be implemented for the 2013-2014 school year in kindergarten through 8th grades. Specifically teachers in the MYP, grades 6th through 8th, will use the IB philosophy where students study the core subjects through the five areas of interaction: approaches to learning, community and service, human ingenuity, environment, and health and social education. The IB philosophy makes it necessary that teachers in all subject groups include interdisciplinary planning horizontally and vertically throughout the school year, thereby incorporating reading across the curriculum. Opportunities for the teachers to plan by grade level and subject area have been incorporated into the planning schedule for the 2013-2014 school year. Through this innovative teaching style, teachers provide students with the tools to enable them to take responsibility for their own learning, further developing an awareness of how they learn best, of thought processes and of learning strategies. Additionally, through the community service component students will be required to take an active part in the communities in which they live, thereby encouraging responsible citizenship. Sixth through eighth teachers will also utilize a variety of technological instructional materials for remediation such as Smart Boards and web-based programs. A variety of instructional materials for all subjects and all grade levels are utilized throughout the school day to provide students with differentiated instruction, as well as, individual learning modalities. Field trips will provide an opportunity for students to incorporate what they have learned in the classroom to connect to real life experiences.

#### **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable**

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Fienberg-Fisher K-8 houses a day care center, the Rain (Referral and Information Network) Drop Center, where parents can leave their children aged 0 to 3 years while they go to work. The school is also a home to the Head Start Program for 3 year old children. The National Head Start Association is a private not-for-profit membership organization dedicated exclusively to meeting the needs of Head Start children and their families. The Head Start Program helps children and their family's transition from preschool to elementary school. The Pre-Kindergarten students at Fienberg-Fisher K-8 Center are enrolled in the Voluntary Pre-Kindergarten (VPK) Program funded by the state and supplemented by Title I funds for an all-day program. In an effort to accommodate the transition of these students to Kindergarten, Fienberg-Fisher K-8 Center has established several practices. Initially, the students in the Pre-Kindergarten Program are taught and provided with the skills needed to properly interact and adjust to the Kindergarten Program through the use of the High Scope Curriculum. As part of this curriculum, students learn to interact with one another, work in small group and large group situations and they learn to make choices within the constructs of a classroom setting. Additionally, the teachers use the BELL Curriculum to teach phonological awareness and language skills. The staff responsible for implementing these strategies is made up of the Pre-Kindergarten teachers, the paraprofessionals and the School Support Team. In order to ensure appropriate readiness for the Kindergarten classroom, grade level articulation meetings are held monthly. The Pre-Kindergarten teachers become familiar with the Kindergarten Grade Level Expectations and prepare the students accordingly. The parents of the Pre-Kindergarten students meet with the teachers quarterly to review the students' progress using the Child Observation Record Form and the Key Notes. The teachers take specific notes daily and when they meet with the parents, they offer feedback on student progress. To compile quantitative data on the student's readiness for Kindergarten, the Pre-Kindergarten teachers administer several assessments throughout the year. Using the Devereux Early Childhood Assessment (DECA), teachers are able to assess social/emotional behaviors that may be of concern before the student progresses to Kindergarten. Using the Learning Accomplishment Profile – Diagnostic (LAP-D) pre and post assessment, teachers assess the cognitive, language, fine motor and gross motor development of each student. At the end of the school year, the Pre-Kindergarten students visit the Kindergarten classes to help them with transition. Additionally, the Pre-Kindergarten parents are given an opportunity to visit the Kindergarten classes to give them an understanding of the upcoming expectations.

**College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?**

Teachers are provided training in the utilization of the Discovery Education program and resources to use for increasing STEM integration in developing CTE instruction.

**How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?**

The M-DCPS Schools of Choice programs are invited to speak with our 8th grade class in various settings. The programs share their curriculum in the different CTE areas as secondary school options.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C**  
N/A

### Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	53%	No	61%
American Indian				
Asian	75%	93%	Yes	78%
Black/African American	58%	48%	No	63%
Hispanic	54%	52%	No	59%
White	62%	54%	Yes	66%
English language learners	48%	36%	No	54%
Students with disabilities	43%	29%	No	49%
Economically disadvantaged	53%	51%	No	58%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	157	29%	36%
Students scoring at or above Achievement Level 4	119	22%	25%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		8%
Students scoring at or above Level 7	11	58%	59%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)		75%	78%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	117	47%	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	74	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	70	28%	35%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	77	46%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	52%	No	63%
American Indian				
Asian	71%	80%	Yes	74%
Black/African American	54%	50%	No	59%
Hispanic	58%	51%	No	62%
White	62%	66%	Yes	66%
English language learners	49%	36%	No	54%
Students with disabilities	44%	40%	No	50%
Economically disadvantaged	57%	50%	No	61%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	156	30%	34%
Students scoring at or above Achievement Level 4	96	18%	20%

Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		18%
Students scoring at or above Level 7	[data excluded for privacy reasons]		48%
Learning Gains			
	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		73%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		70%	73%
Middle School Acceleration			
	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	23	48%	53%
Middle school performance on high school EOC and industry certifications	23	88%	89%
Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	43%	44%
Students scoring at or above Achievement Level 4	10	43%	44%
Area 4: Science			
Elementary School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	24%	28%
Students scoring at or above Achievement Level 4	17	18%	20%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
Middle School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	23%	27%
Students scoring at or above Achievement Level 4	18	22%	24%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students			

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	80	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	30	5%	4%
Students who are not proficient in reading by third grade	54	62%	56%
Students who receive two or more behavior referrals	210	25%	24%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	44	5%	4%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	80	9%	8%
Students who fail a mathematics course	29	10%	9%
Students who fail an English Language Arts course	20	7%	6%
Students who fail two or more courses in any subject	26	9%	8%
Students who receive two or more behavior referrals	210	25%	24%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	44	5%	4%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe parental involvement targets for your school****Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

### Goal #1:

Students scoring Level 3 and above on the FCAT 2.0 will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%

### Goal #2:

The results of the 2013 FCAT 2.0 Writing Test indicates that 46% (77) of students achieved Level 3.5 proficiency. Our goal for the 2014 school year is to increase level 3.5 student proficiency by 5 percentage points to 51%

### Goal #3:

Students scoring Level 3 and above on the FCAT 2.0 will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%

### Goal #4:

Our goal for the 2013 school year is to increase level 3 and above student proficiency by 6 percentage points from 42% to 48% in Gr. 5 and 6 percentage points in Gr 8 45% to 51%.

### Goal #5:

Student participation in STEM related activities to increase student enrollment in STEM programs.

### Goal #6:

Increase in awareness of CTE programs available in order for our students to make informed decisions.

### Goal #7:

The percentage of students scoring Level 3 and above on the FCAT 2.0 Civics EOC meet state FLDOE standards

### Goal #8:

Decrease the At-Risk activities and behaviors that lead to student failure

## Goals Detail

<b>Goal #1:</b>	<b>Students scoring Level 3 and above on the FCAT 2.0 will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%</b>
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**Targets Supported**

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA

**Resources  
Available to  
Support the Goal**

- Reading Coach
- McGraw Hill Reading Wonders
- McDougal Littell Literature
- Voyager - Intensive Reading
- Language! - Intensive Reading Plus
- SuccessMaker K-5
- Discovery Education
- FAIR

**Targeted Barriers  
to Achieving the  
Goal**

- As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 Hispanic, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Reading Application, Literary Analysis, Informational Text/Research Process, and Vocabulary.
- As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 Black and White. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Informational Text/Research Process, and Vocabulary.
- As noted on the 2013 administration of the FCAT 2.0 Reading Test performance data indicates many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addressed in order to increase the number of students scoring Level 3.
- As noted on the 2013 administration of the FAA Reading Test 37% of the students did not meet the target standards in reading though 63% met standards they would benefit from maintenance of these Reading skills. These areas must be addressed to increase the number of students scoring at Level 4, 5, and 6.
- As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 All students, Black, Hispanic, White, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addresses in order to increase the student learning gains.
- As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 All students, Black, Hispanic, White, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addresses in order to increase the student learning gains in the Lowest 25%.
- As noted on the 2013 administration of the CELLA Listening/Speaking Test our 47% (117) students did not meet proficiency. Based on CELLA data the majority of our ELL students need opportunities to engage in academic language Cognitive Academic Language Proficiency (CALP)
- As noted on the 2013 administration of the CELLA Reading Test our 30% (74) students did not meet proficiency. Based on CELLA data the majority of our ELL students need opportunities to engage in academic language Cognitive Academic Language Proficiency (CALP)
- As noted on the 2013 administration of the CELLA Writing Test our 28% (70) students did not meet proficiency. Based on CELLA data the majority of our ELL students need opportunities to engage in academic language Cognitive Academic Language Proficiency (CALP)
- As noted on the 2012 administration of the FAA Reading Test 32% of the students did not meet the target standards in reading and 23% met standards and would benefit from maintenance of these Reading skills. These areas must be addressed to increase the number of students scoring at Level 7, 8, and 9

- As noted on the 2013 administration of the FCAT 2.0 Reading Test many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addressed to increase the number of students scoring at Level 4 and above.

### Plan to Monitor Progress Toward the Goal

**Action:**

Grade Level Data Chats to discuss data and adjust instruction

**Person or Persons Responsible:**

Homeroom Teachers, Subject Area Teacher, Literacy Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Formative: Mid-Year Edusoft Interim Data Reports and SIP Review Summative: 2014 FCAT 2.0 Reading Assessment Report and 2014 Florida Alternate Assessment Reading Data Report

<b>Goal #2:</b>	<b>The results of the 2013 FCAT 2.0 Writing Test indicates that 46% (77) of students achieved Level 3.5 proficiency. Our goal for the 2014 school year is to increase level 3.5 student proficiency by 5 percentage points to 51%</b>
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**Targets Supported** • Writing

**Resources**
**Available to**
**Support the Goal**

- Focus Calendar
- Rubric
- Collaboration Papers
- Anchor Sets
- FCAT 2.0 Writing Released Test

**Targeted Barriers to Achieving the Goal**

- As noted on the 2013 administration of the FCAT 2.0 Writing Test there is a significant drop of 26 percentage points in the students achieving proficiency from 72% (129) to 46% (77). Strategies to increase writing skills for students in grade 4 must be implemented to increase the number of students scoring Level 3.5 and above.
- As noted on the 2013 administration of the FCAT 2.0 Writing Test there is a significant drop of 26 percentage points in the students achieving proficiency from 72% (129) to 46% (77). Strategies to increase writing skills for students in grade 8 must be implemented to increase the number of students scoring Level 3.5 and above.

### Plan to Monitor Progress Toward the Goal

**Action:**

MidYear Writing Data Review

**Person or Persons Responsible:**

Homeroom teacher, Language Arts/Reading Subject Area Teacher, Literacy Leadership Team, Reading Coach, and Administration

**Target Dates or Schedule:**

MidYear and End-of-Year

**Evidence of Completion:**

Formative: MidYear Interim Assessment Report Summative: FCAT 2.0 Writing Score Report

**Goal #3:**

**Students scoring Level 3 and above on the FCAT 2.0 will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%**

**Targets Supported**

- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Algebra 1 EOC

**Resources  
Available to  
Support the Goal**

- SuccessMaker
- Go Math with Common Core
- Work Text Course 1, 2, and 3
- Odyssey Learning
- Florida Achieves
- Destination Learning-Riverdeep

**Targeted Barriers  
to Achieving the  
Goal**

- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions.
- As noted on the 2013 administration of the FAA Mathematics Test 63% of the students met the target standards in math, the remaining 37% did not meet standards, those students would benefit from maintenance of these mathematics skills
- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 All Black, Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. These areas must be addressed to increase the number of students scoring Level 3 and above.
- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. Enrichment activities for student scoring Level 4 and above will assist to maintain and increase the students in the group. These areas must be addressed to increase the number of students scoring Level 4 and above.
- As noted on the 2013 administration of the FAA Mathematics Test 37% of the students did not meet the target standards in math though 63% met standards they would benefit from maintenance of these mathematics skills. These areas must be addressed to increase the number of students scoring at Level 4, 5, and 6.
- As noted on the 2013 administration of the FAA Mathematics Test 37% of the students did not meet the target standards in math though 63% met standards they would benefit from maintenance of these mathematics skills. These areas must be addressed in order to increase the number of students scoring Level 7, 8, and 9.
- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 Black, Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. These areas must be addressed in or to make learning gains in math.
- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 Black, Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, &

Statistics, and Expressions, Equations, & Functions. These areas must be addressed in or to make learning gains in lowest 25% scores in math.

- As noted on the 2013 administration of the Algebra I EOC Test all grade level content cluster scores remained stagnant and/or dropped. This is in part due the previous score equaling 100% proficiency. In order to maintain the high proficiency levels of the Middle School acceleration program and to increase the number of students scoring Level 4 and above enrichment in Algebra I is needed.
- As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroup did not meet the Expected AMOs for 2013 Black. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Expressions, Equations, & Functions.
- As noted on the 2013 administration of the Algebra I EOC Test all grade level content cluster scores remained stagnant and/or dropped. This is due to an increase in the number of students not scoring proficient at Level 3. In order to maintain the high proficiency levels of the Middle School acceleration program and to increase the number of students scoring Level 3 in Algebra I opportunities to use algebraic representations in real-world is needed.

#### **Plan to Monitor Progress Toward the Goal**

##### **Action:**

Monitoring will occur during data reviews, classroom walkthroughs, and teacher observations.

##### **Person or Persons Responsible:**

MTSS/RtI Leadership Team, Grade Level Chairs, and Administration

##### **Target Dates or Schedule:**

Interim Mathematics Assessment periods

##### **Evidence of Completion:**

Formative: MidYear Edusoft Data Report and Slp Review Summative: 2014 FCAT 2.0 Mathematics Assessment Data Reports and 2014 Florida Alternate Assessment Mathematics Assessment Data Reports

<b>Goal #4:</b>	<b>Our goal for the 2013 school year is to increase level 3 and above student proficiency by 6 percentage points from 42% to 48% in Gr. 5 and 6 percentage points in Gr 8 45% to 51%.</b>
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**Targets Supported**

- Science
- Science - Elementary School
- Science - Middle School

**Resources Available to Support the Goal**

- P-Sell Science

**Targeted Barriers to Achieving the Goal**

- As noted on the 2013 administration of the FCAT 2.0 Science Test the Reporting Category scores that remained stagnant or decreased in the 5th grade are Earth & Space Science and Physical Science. These areas must be addressed in order to increase the number of students scoring at Level 3.
- As noted on the 2013 administration of the FCAT 2.0 Science Test the Reporting Category scores that remained stagnant or decreased in the 5th grade are Earth & Space Science and Physical Science. Providing enrichment activities may help to increase the number of students able to score Level 4 and above on the Gr. 5 Science test. These areas must be addressed in order to increase the number of students scoring at Level 4 or above.
- As noted on the 2013 administration of the FCAT 2.0 Science Test the Reporting Category scores that remained stagnant or decreased in the 8th Grade is the Nature of Science. These areas must be addressed in order to increase the number of students scoring at Level 3.
- As noted on the 2013 administration of the FCAT 2.0 Science Test the Reporting Category scores that remained stagnant or decreased in the 8th Grade is the Nature of Science. Providing enrichment activities may help to increase the number of students able to score Level 4 and above on the Gr. 8 Science test. These areas must be addressed in order to increase the number of students scoring at Level 4 or above.

**Plan to Monitor Progress Toward the Goal****Action:**

MTSS/Rtl Leadership Team, 5th Grade Level Chair, and Administration

**Person or Persons Responsible:**

5th Gr Science Teachers, 8th Grade Science Teacher, MTSS/Rtl Leadership Team, and Administration

**Target Dates or Schedule:**

MidYear Science Interim Assessment

**Evidence of Completion:**

Formative: MidYear Edusoft Science Data and SIP Review Summative: 2014 FCAT 2.0 Science Assessment Data Reports

**Goal #5:**

**Student participation in STEM related activities to increase student enrollment in STEM programs.**

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- 

**Targeted Barriers to Achieving the Goal**

- A limited amount of students are exposed to the STEM Program of study due to a necessity to be enrolled in specific Reading and or Math Intensive courses

### Plan to Monitor Progress Toward the Goal

**Action:**

MYP technology Logs will be used to gauge program effectiveness through the demonstration of progressive participation in STEM activities

**Person or Persons Responsible:**

MYP technology Teachers, Gr 6-8 Science Teachers, MTSS/Rtl Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

End-of Year

**Evidence of Completion:**

Summative: 2014 MYP technology Logs collected

<b>Goal #6:</b>	<b>Increase in awareness of CTE programs available in order for our students to make informed decisions.</b>
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**Targets Supported** • CTE

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal** • Need for training Career Technical Education development and training for the middle grade teachers

### Plan to Monitor Progress Toward the Goal

**Action:**

Review of CTE activities and programs for the 2013-14 school year.

**Person or Persons Responsible:**

Articulation Team, MTSS/Rtl Leadership Team, Grade Level Chairs, and Administration will monitor the implementation of the various strategies

**Target Dates or Schedule:**

Annually

**Evidence of Completion:**

CTE Activity Logs for the 2013-14 school year

<b>Goal #7:</b>	<b>The percentage of students scoring Level 3 and above on the FCAT 2.0 Civics EOC meet state FLDOE standards</b>
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**Targets Supported** • Social Studies  
• Civics EOC

**Resources Available to Support the Goal**

- Civics, Economics, and Geography Curriculum
- Curriculum & Instruction Social Studies division Civics instruction supplemental packet

**Targeted Barriers to Achieving the Goal**

- Upon review of the District Baseline Assessment it was found that 35% of students were proficient in Civics knowledge. After a review of course benchmarks it has been determined that students require more instruction in the area of Government Policies and political Processes(37%), Organization and Function of Government (33%), Origins and Purpose of Law and Government (32%), and Roles, Rights, and Responsibilities (39%).

**Plan to Monitor Progress Toward the Goal****Action:**

District Interim Assessments will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

**Person or Persons Responsible:**

Civics Teacher, MTSS/Rtl Leadership Team, and Administration

**Target Dates or Schedule:**

MidYear Interim Data Review

**Evidence of Completion:**

Formative: MidYear Civics Edusoft Data Report and SIP Review Summative: 2014 FCAT 2.0 Civics EOC

<b>Goal #8:</b>	<b>Decrease the At-Risk activities and behaviors that lead to student failure</b>
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**Targets Supported**

- EWS
- EWS - Elementary School
- EWS - Middle School

**Resources Available to Support the Goal**

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**Targeted Barriers to Achieving the Goal**

- Students that miss 10 percent or more of available instructional time have a high likelihood of missing instruction critical to succeed within the curriculum.
- Students not proficient in Reading by Gr 3 have a high likelihood of not passing the FCAT and possibly being retained.
- Students that receive behavior referrals have a high likelihood of missing instructional time in order to address behavioral short falls.
- Students that miss 10 percent or more of available instructional time have a high likelihood of missing instruction critical to succeed within the curriculum.
- Student who fail mathematics and two or more courses are at-risk of not graduating high school and not passing the necessary assessment s to move on to post-secondary education.
- Students that receive behavior referrals have a high likelihood of missing instructional time to address behavioral issues.

### Plan to Monitor Progress Toward the Goal

**Action:**

Evaluate the Attendance Program for student success in the area of attendance. MidYear Review of Interim Reading Assessment Data for Gr 3

**Person or Persons Responsible:**

MTSS/Rtl Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Annually

**Evidence of Completion:**

Annual Attendance Report FCAT 2.0 Gr 3 Reading Assessment Report Annual SPI Report for SCAMS processed

### Action Plan for Improvement

<b>Goal #1:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%
<b>Barrier #1:</b>	As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 Hispanic, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Reading Application, Literary Analysis, Informational Text/Research Process, and Vocabulary.
<b>Strategy #1 to Overcome the Barrier</b>	Provide students with differentiated instruction through the use of web-based programs that generate data reports.

### Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

**Action:**

• Implement grade level data chats in order to guide reading instruction which promotes the use of context clues, the use of concept maps, word meanings, phrases, and expressions, relevant story details, and instruction in the ability to synthesize, analyze, and evaluate information. • Infuse SuccessMaker, Reading Plus, and reading Wonders internet based differentiated instructional tools. To support traditional instruction in the area of prefix & suffix, base words, root words, antonyms, synonyms, and multiple meaning words.

**Person or Persons Responsible:**

Homeroom teacher, language arts/reading subject area teacher, after school tutoring teacher, and pull-out instruction paraprofessional

**Target Dates or Schedule:**

During regular instructional time, after school tutoring, and during pull-out instruction.

**Evidence of Completion:**

SuccessMaker Reports and Interim Edusoft Reports

**Facilitator:**

Reading Coach/IB MYP Coordinator

**Participants:**

Grades PreK-5 Teachers (SuccessMaker and Reading Wonders) Grades PreK-8 Edusoft Data Training

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**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1**

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**Action:**

Monitor the implementation of the various strategies. Monitoring will occur during data reviews, lesson plan reviews during classroom walkthroughs and teacher observations.

**Person or Persons Responsible:**

Literacy Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Monthly Grade Level Meetings and Interim Assessment periods

**Evidence of Completion**

Interim Assessment Reports

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**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1**

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**Action:**

District Quarterly Assessments provided by C& I will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

**Person or Persons Responsible:**

Literacy Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Interim Assessment Periods

**Evidence of Completion:**

Interim Assessment Reports

<b>Goal #1:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%
<b>Barrier #2:</b>	As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 Black and White. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Informational Text/Research Process, and Vocabulary.
<b>Strategy #1 to Overcome the Barrier</b>	Provide opportunities for students to practice in determining the meaning of general academics and domain specific words at various grade levels.

### Step #1 to Implement Strategy #1

#### Action:

- Implement grade level data chats in order to guide reading instruction which promotes the use of context clues, the use of concept maps, word meanings, phrases, and expressions, relevant story details, and instruction in the ability to synthesize, analyze, and evaluate information.
- Provide opportunities for students to utilize Author's Tools, literacy devices, and figurative language.
- Train students to cite strong and use textual evidence within informational text as well as use inferences from text.

#### Person or Persons Responsible:

Homeroom Teacher, Language Arts/Reading subject area teacher, after school tutoring teacher, and pull-out instruction paraprofessional

#### Target Dates or Schedule:

Weekly during regular instruction and intervention

#### Evidence of Completion:

Informational Text and Vocabulary scores noted on the Interim Assessment reports

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #1

#### Action:

Monitor the implementation of the various strategies. Monitoring will occur during data reviews, lesson plan reviews during classroom walkthroughs and teacher observations

#### Person or Persons Responsible:

Homeroom Teacher, Language Arts/Reading Teacher, Literacy Leadership Team, Grade Level Chairs, and Administration

#### Target Dates or Schedule:

Monthly Grade level Meeting

#### Evidence of Completion

Interim Assessment Reports

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #1

**Action:**

District Quarterly Assessments provided by C& I will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores

**Person or Persons Responsible:**

Homeroom Teacher, Subject Area Teacher, •Literacy Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Interim Assessment Periods

**Evidence of Completion:**

Edusoft Data Reports

<b>Goal #1:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%
<b>Barrier #3:</b>	As noted on the 2013 administration of the FCAT 2.0 Reading Test performance data indicates many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addressed in order to increase the number of students scoring Level 3.
<b>Strategy #1 to Overcome the Barrier</b>	Provide practice in determining meaning of general academic and domain specific words in phrases in text relevant to topic, subject area, and grade level to address vocabulary needs.

### Step #1 to Implement Strategy #1

**Action:**

• Provide opportunities for students to read and comprehend literature and informational text at the high of text complexity to address Informational Text/Research Process. • Implement rigorous process to shore up student skills in identifying Author's Purpose, including Purpose Charts, Two-Column Notes, Venn Diagrams, and Main Idea Tables. To support additional instruction in Reading Application.

**Person or Persons Responsible:**

Homeroom and Language Arts/Reading Subject Area Teachers

**Target Dates or Schedule:**

During regular Language Arts/Reading Instruction

**Evidence of Completion:**

Course Curriculum Assessment Data Reports

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #1****Action:**

Homeroom Teacher/Language Arts/Reading Teacher will review student performance data regularly to gauge progress.

**Person or Persons Responsible:**

Homeroom Teacher and Language Arts/Reading Teacher

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion**

Course Curriculum Assessment Data

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #1****Action:**

Grade Level Data Reaview and Chats

**Person or Persons Responsible:**

Homeroom Teacher, Language Arts/Reading Teacher, Literacy Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Edusoft Interim data reports

<b>Goal #1:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%
<b>Barrier #4:</b>	As noted on the 2013 administration of the FAA Reading Test 37% of the students did not meet the target standards in reading though 63% met standards they would benefit from maintenance of these Reading skills. These areas must be addressed to increase the number of students scoring at Level 4, 5, and 6.
<b>Strategy #1 to Overcome the Barrier</b>	Utilize behavioral modification activities to support instruction and increase student academic knowledge

**Step #1 to Implement Strategy #1****Action:**

• Shaping Behavior Approach will be used to support successful approximation teaching and retention of academic skills. Through reinforcement of positive behavioral results with the PMH group • Implement the Unique Learning System curriculum through thematic units to support reading instruction at the students individual reading levels for the TMH group.

**Person or Persons Responsible:**

Homeroom Teacher

**Target Dates or Schedule:**

During regular Language Arts/Reading instruction

**Evidence of Completion:**

Course curriculum assessments

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**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #1**

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**Action:**

Individual student progress data review

**Person or Persons Responsible:**

Homeroom Teacher

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion**

Course Curriculum Assessment reports

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**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #1**

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**Action:**

Quarterly IEP Review of Goals

**Person or Persons Responsible:**

Homeroom Teacher, Literacy Leadership Team, SPED Team, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Teacher made Quarterly Assessments provided will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores

<b>Goal #1:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%
<b>Barrier #5:</b>	As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 All students, Black, Hispanic, White, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/ Research Process, and Gr. 7 Vocabulary. These areas must be addresses in order to increase the student learning gains.
<b>Strategy #1 to Overcome the Barrier</b>	Implement supplemental instructional strategies to increase students making learning gains.

### **Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity**

#### **Action:**

• Implement grade level data chats in order to guide reading instruction which promotes the use of context clues, the use of concept maps, word meanings, phrases, and expressions, relevant story details, and instruction in the ability to synthesize, analyze, and evaluate information. • Infuse SuccessMaker, Reading Plus, Voyager and Intensive Reading and Intensive Reading Plus programs. To support traditional instruction in Reading. • Identify students in the lowest 25% and provide after-school tutorial intervention to address reading deficiencies.

#### **Person or Persons Responsible:**

Homeroom Teachers and Language Arts/Reading Teachers

#### **Target Dates or Schedule:**

During after-school tutoring, pull-out instruction, and intervention instruction

#### **Evidence of Completion:**

Web-based program data reports provided by supplemental instructional programs.

#### **Facilitator:**

Reading Coach/IB MYP Coordinator

#### **Participants:**

Gr K-5 Homeroom Teachers and Gr 6-8 Language Arts/Reading Teachers

### **Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #5 to Goal #1**

#### **Action:**

Teachers will review individual student performance data

#### **Person or Persons Responsible:**

Homeroom Teacher and Language Arts/Reading Teachers

#### **Target Dates or Schedule:**

Bi-Weekly

#### **Evidence of Completion**

Web-based program data reports

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #5 to Goal #1

**Action:**

Grade Level Data Review/Chats

**Person or Persons Responsible:**

Homeroom Teacher, Language Arts/Reading, Literacy Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Edusoft Interim Data Reports

<b>Goal #1:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%
<b>Barrier #6:</b>	As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 All students, Black, Hispanic, White, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/ Research Process, and Gr. 7 Vocabulary. These areas must be addresses in order to increase the student learning gains in the Lowest 25%.
<b>Strategy #1 to Overcome the Barrier</b>	Implement supplemental instructional strategies to increase students making learning gains.

### Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

**Action:**

• Provide before and after school tutoring for targeted students in the Reading subject area. • Determine core instructional needs by reviewing FAIR (Florida Assessments in Reading) assessment data for all Hispanic, Economically Disadvantaged, ELL, and SWD students. Plan differentiated instruction using Voyager • Include higher order thinking questions in lesson plans to improve critical thinking skills and reading comprehension.

**Person or Persons Responsible:**

Homeroom Teacher, Language Arts/Reading Teacher, and Reading Coach

**Target Dates or Schedule:**

During after school tutoring, pull-out tutoring, and intervention instruction

**Evidence of Completion:**

Web-based program data reports provided by the supplemental instructional programs

**Facilitator:**

Reading Coach/IB MYP Coordinator

**Participants:**

Gr K-5 Homeroom and Gr 6-8 Language Arts/Reading Teachers

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #6 to Goal #1

**Action:**

Review individual student data for progress

**Person or Persons Responsible:**

Homeroom teacher; Language Arts/Reading Teacher

**Target Dates or Schedule:**

Bi-weekly

**Evidence of Completion**

Web-based supplemental education program reports

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #6 to Goal #1

**Action:**

Grade Level data review and chats to assess student progress.

**Person or Persons Responsible:**

Homeroom Teacher, Language Arts/Reading Teacher, Literacy Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Interim Edusoft Data Reports

<b>Goal #1:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%
<b>Barrier #7:</b>	As noted on the 2013 administration of the CELLA Listening/Speaking Test our 47% (117) students did not meet proficiency. Based on CELLA data the majority of our ELL students need opportunities to engage in academic language Cognitive Academic Language Proficiency (CALP)
<b>Strategy #1 to Overcome the Barrier</b>	Provide intervention and supplemental program support for regular Listening and speaking instruction.

### Step #1 to Implement Strategy #1

**Action:**

• Immediate intervention through support (push-in, pull-out) will be provided for students not scoring proficient • Instruction and targeted intervention is planned in correlation with methods of teaching English Language Learners • School-wide test taking strategies are embedded in daily instruction

**Person or Persons Responsible:**

Homeroom Teacher; Language Arts/Reading Teacher; ESOL Teacher

**Target Dates or Schedule:**

During regular Language Arts/Reading instruction.

**Evidence of Completion:**

Course curriculum assessment reports

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #7 to Goal #1

**Action:**

Individual student data review

**Person or Persons Responsible:**

Homeroom Teacher; Language Arts/Reading

**Target Dates or Schedule:**

Bi-weekly

**Evidence of Completion**

Course curriculum data reports

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #7 to Goal #1

**Action:**

Grade level data review and chat

**Person or Persons Responsible:**

Homeroom Teacher, Language Arts/Reading, ESOL Teacher, Literacy Leadership Team, ELL Coordinator, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Interim Edusoft data reports

<b>Goal #1:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%
<b>Barrier #8:</b>	As noted on the 2013 administration of the CELLA Reading Test our 30% (74) students did not meet proficiency. Based on CELLA data the majority of our ELL students need opportunities to engage in academic language Cognitive Academic Language Proficiency (CALP)
<b>Strategy #1 to Overcome the Barrier</b>	Provide intervention and supplemental program support for regular Reading instruction and vocabulary expansion.

### Step #1 to Implement Strategy #1

**Action:**

• Reading benchmarks are used in non-tested subject areas to strengthen reading instruction. • Vocabulary instruction is reinforced and content specific vocabulary is introduced. • Pacing Guides and Focus Calendars are used to regulate instruction.

**Person or Persons Responsible:**

Homeroom Teacher, Language Arts/Reading; ESOL Teacher

**Target Dates or Schedule:**

During regular language arts/reading instruction

**Evidence of Completion:**

Course curriculum assessment data

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #8 to Goal #1****Action:**

Individual student data reviews

**Person or Persons Responsible:**

Homeroom Teacher; Language Arts/Reading Teacher, ESOL Teacher

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion**

Course curriculum data reports

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #8 to Goal #1****Action:**

Grade level data review and chats

**Person or Persons Responsible:**

Homeroom Teacher, Language Arts/Reading Teacher, Literacy Leadership Team, ELL Coordinator, and Administration

**Target Dates or Schedule:**

Interim Assessment periods

**Evidence of Completion:**

Interim Edusoft data reports

<b>Goal #1:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%
<b>Barrier #9:</b>	As noted on the 2013 administration of the CELLA Writing Test our 28% (70) students did not meet proficiency. Based on CELLA data the majority of our ELL students need opportunities to engage in academic language Cognitive Academic Language Proficiency (CALP)
<b>Strategy #1 to Overcome the Barrier</b>	Provide opportunities for ESOL students to practice writing skills and writing process.

**Step #1 to Implement Strategy #1****Action:**

• Students will utilize organizational plans and drafting techniques to assist in acquiring writing process daily • Vocabulary instruction is reinforced and content specific vocabulary is introduced in order to expand the student's cadre of words. • Students will participate in writing daily to increase writing fluency.

**Person or Persons Responsible:**

Homeroom Teacher, Language Arts/Reading Teacher, ESOL Teacher

**Target Dates or Schedule:**

During regular language arts/reading instruction

**Evidence of Completion:**

Course curriculum assessment data reports

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #9 to Goal #1****Action:**

Individual student data reviews

**Person or Persons Responsible:**

Homeroom Teacher; Language Arts/Reading Teacher; ESOL Teacher

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion**

Course curriculum assessment data reports

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #9 to Goal #1****Action:**

Grade Level data review and chat

**Person or Persons Responsible:**

Homeroom Teacher, Language Arts/Reading Teacher, ESOL Teacher,

**Target Dates or Schedule:**

Interim assessment periods

**Evidence of Completion:**

Interim Edusoft data reports

<b>Goal #1:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%
<b>Barrier #10:</b>	As noted on the 2012 administration of the FAA Reading Test 32% of the students did not meet the target standards in reading and 23% met standards and would benefit from maintenance of these Reading skills. These areas must be addressed to increase the number of students scoring at Level 7, 8, and 9
<b>Strategy #1 to Overcome the Barrier</b>	Implement enrichment activities to support an increase in the number of students scoring above average.

**Step #1 to Implement Strategy #1****Action:**

• Provide students the opportunity to demonstrate knowledge of object names and ability to label the objects • Allow students to apply knowledge of language and demonstrate how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading.

**Person or Persons Responsible:**

Homeroom Teacher

**Target Dates or Schedule:**

During regular Language Arts/Reading instruction

**Evidence of Completion:**

Course curriculum assessments

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**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #10 to Goal #1**

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**Action:**

Monitor student progress within the enrichment program

**Person or Persons Responsible:**

Homeroom Teacher

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion**

Course curriculum assessment reports, teacher made assessment reports

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**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #10 to Goal #1**

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**Action:**

Quarter IEP review of goals

**Person or Persons Responsible:**

Homeroom Teacher, Literacy Leadership Team, SPED Team, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Teacher made assessment will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores

<b>Goal #1:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%
<b>Barrier #11:</b>	As noted on the 2013 administration of the FCAT 2.0 Reading Test many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addressed to increase the number of students scoring at Level 4 and above.
<b>Strategy #1 to Overcome the Barrier</b>	Implement enrichment activities designed to increase student understanding of the different aspects of literacy.

#### **Step #1 to Implement Strategy #1 - Budget Item**

##### **Action:**

- Provide opportunities for students to participate in Research-Based projects through the use of Discover Education (K-12)
- Provide interactive instruction in the middle grades through the use of SMARTBoards in the Language Arts classes
- Implement the six transdisciplinary themes of the IB PYP Programme which enrich and support reading instruction in the area of Main Idea, Relevant Detail, Conclusion and Inferences.
- Implement enriched reading instruction through the use of the five Areas of Interaction of the IB MYP Programme which will include word relationships, multiple meanings, and analyzing text.

##### **Person or Persons Responsible:**

Homeroom Teacher; Language Arts/Reading Teacher

##### **Target Dates or Schedule:**

During regular instructional time

##### **Evidence of Completion:**

Curriculum assessment reports, Students work product, Grade book reports

#### **Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #11 to Goal #1**

##### **Action:**

Evaluate student progress within enrichment activities

##### **Person or Persons Responsible:**

Homeroom Teacher; Language Arts/Reading Teacher

##### **Target Dates or Schedule:**

Monthly

##### **Evidence of Completion**

Student work product, Grade book reports

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #11 to Goal #1

**Action:**

Monitor the implementation of enrichment activities tied to literacy.

**Person or Persons Responsible:**

Homeroom Teacher, Language Arts/Reading Teacher, Literacy Leadership Team, Grade Level Chairs, Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Curriculum assessment reports, Interim Assessment Reports, Student work product, Grade book reports

<b>Goal #2:</b>	The results of the 2013 FCAT 2.0 Writing Test indicates that 46% (77) of students achieved Level 3.5 proficiency. Our goal for the 2014 school year is to increase level 3.5 student proficiency by 5 percentage points to 51%
<b>Barrier #1:</b>	As noted on the 2013 administration of the FCAT 2.0 Writing Test there is a significant drop of 26 percentage points in the students achieving proficiency from 72% (129) to 46% (77). Strategies to increase writing skills for students in grade 4 must be implemented to increase the number of students scoring Level 3.5 and above.
<b>Strategy #1 to Overcome the Barrier</b>	Increase writing skills and opportunities to practice writing process strategies for students in Grade 4.

### Step #1 to Implement Strategy #1 - PD Opportunity

**Action:**

• Students will use the writing process daily; all writing will be dated, and recorded in a writing portfolio for monitoring of growth across time. • Writing Focus Calendars will be created and implemented into the instruction, where the students will be given expository and narrative tests monthly. • Modeling and coach provided by the Reading Coach for Language Arts Reading Teachers in Grade 4 • Language Arts/Reading teachers will conference with students regarding their writing progress within the curriculum

**Person or Persons Responsible:**

Language Arts Teacher

**Target Dates or Schedule:**

During regular language arts instructional period

**Evidence of Completion:**

Student writing samples

**Facilitator:**

Reading Coach

**Participants:**

Gr 4 Homeroom Teachers

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**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2**

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**Action:**

Individual students writing sample review

**Person or Persons Responsible:**

Language Arts Teacher

**Target Dates or Schedule:**

Monthly

**Evidence of Completion**

Teacher Created Writing Assessments will be used to produce student writing samples

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**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2**

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**Action:**

Gauge program effectiveness through the demonstration of progressive increase in student performance scores.

**Person or Persons Responsible:**

Language Arts Teacher, Literacy Leadership Team, Reading Coach, and Administration

**Target Dates or Schedule:**

Quarterly writing sample reviews

**Evidence of Completion:**

MidYear Writing Interim Assessment

<b>Goal #2:</b>	The results of the 2013 FCAT 2.0 Writing Test indicates that 46% (77) of students achieved Level 3.5 proficiency. Our goal for the 2014 school year is to increase level 3.5 student proficiency by 5 percentage points to 51%
<b>Barrier #2:</b>	As noted on the 2013 administration of the FCAT 2.0 Writing Test there is a significant drop of 26 percentage points in the students achieving proficiency from 72% (129) to 46% (77). Strategies to increase writing skills for students in grade 8 must be implemented to increase the number of students scoring Level 3.5 and above.
<b>Strategy #1 to Overcome the Barrier</b>	Increase writing skills and opportunities to practice writing process strategies for students in Grade 8.

### Step #1 to Implement Strategy #1 - PD Opportunity

**Action:**

• Students will use the writing process daily; all writing will be dated, and recorded in a writing portfolio for monitoring of growth across time. • Writing Focus Calendars will be created and implemented into the instruction, where the students will be given expository and narrative tests monthly. • Modeling and coach provided by the Reading Coach for Language Arts Reading Teachers in Grade 8 • Language Arts/Reading teachers will conference with students regarding their writing progress within the curriculum

**Person or Persons Responsible:**

Language Arts/Reading Subject Area Teacher

**Target Dates or Schedule:**

During regular instructional time

**Evidence of Completion:**

Student Writing Work Samples

**Facilitator:**

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**Participants:**

Grade 8 Language Arts/Reading Teacher

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #2

**Action:**

Monthly review of student writing progress within the curriculum

**Person or Persons Responsible:**

Language Arts/Reading Teacher

**Target Dates or Schedule:**

Monthly

**Evidence of Completion**

Student work sample writing portfolio/composition notebook

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #2

**Action:**

Grade level data reviews

**Person or Persons Responsible:**

Language Arts/Reading Subject Area Teacher, Literacy Leadership Team, Reading Coach, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Teacher made writing assessment reports

<b>Goal #3:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%
<b>Barrier #1:</b>	As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions.
<b>Strategy #1 to Overcome the Barrier</b>	Provide opportunities for students to learn various ways to address higher order math question with two or more steps needed in order to solve.

### Step #1 to Implement Strategy #1

**Action:**

• Provide opportunities for students to extend numeric or graphic patterns beyond the next element in a numeric or graphic pattern to address Gr. 3-5 Operations and statistics. • Provide opportunities for students to compose, decompose, and transform polygons to create and identify other polygons; measure objects using the metric system to address Gr 4-5 Operations and Statistics and Gr 6-8 Geometry & Measurement • Provide students opportunities to utilize problem solving strategies by implementing inquiry based learning activities to develop meaning and conceptual understanding to address Gr. 6-8 Geometry & Measurement, Gr. 7 Base Ten, Gr. 8 Operations, Problems, & Statistics • Develop student's ability to make sense of real-world application problems involving expressions, equations, and functions to address Gr 8 Expressions, Equations, & Functions

**Person or Persons Responsible:**

Homeroom Teacher; Math Teacher

**Target Dates or Schedule:**

During regular classroom instruction

**Evidence of Completion:**

Course curriculum assessment reports

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3****Action:**

Individual student data review

**Person or Persons Responsible:**

Homeroom Teacher; Math Teacher

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion**

Course curriculum assessment reports

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3****Action:**

Grade Level data review and chats

**Person or Persons Responsible:**

MTSS/Rtl Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Interim Edusoft data reports

<b>Goal #3:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%
<b>Barrier #2:</b>	As noted on the 2013 administration of the FAA Mathematics Test 63% of the students met the target standards in math, the remaining 37% did not meet standards, those students would benefit from maintenance of these mathematics skills
<b>Strategy #1 to Overcome the Barrier</b>	Implement higher order/challenging math problem solving strategies.

**Step #1 to Implement Strategy #1****Action:**

- Provide opportunities for students to make sense of math problems and persevere in solving them •
- Provide opportunities for students to use appropriate math tools strategically • Instruct students to look for and express regularity in repeated reasoning

**Person or Persons Responsible:**

Homeroom Teachers; Math Teachers

**Target Dates or Schedule:**

During regular math instruction and instructional support

**Evidence of Completion:**

Teacher made assessments will be used to gauge program implementation

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**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #3**

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**Action:**

Review of student academic progress

**Person or Persons Responsible:**

Homeroom Teacher; Math Teacher

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion**

Teacher made assessments will be used to gauge program implementation

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**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #3**

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**Action:**

Monthly grade level data chats and reviews

**Person or Persons Responsible:**

Homeroom Teacher, Math teacher, MTSS/Rti Leadership Team, SPED Team, and Administration

**Target Dates or Schedule:**

SPED Team data review meetings.

**Evidence of Completion:**

Teacher made Quarterly Assessments provided will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

<b>Goal #3:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%
<b>Barrier #3:</b>	As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 All Black, Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. These areas must be addressed to increase the number of students scoring Level 3 and above.
<b>Strategy #1 to Overcome the Barrier</b>	Develop lessons to incorporate math problem solving strategies to solve two or step problems

### Step #1 to Implement Strategy #1

#### Action:

• Provide opportunities for students to extend numeric or graphic patterns beyond the next element in a numeric or graphic pattern to address Gr. 3-5 Operations and statistics. • Provide opportunities for students to compose, decompose, and transform polygons to create and identify other polygons; measure objects using the metric system; • Provide students opportunities to utilize problem solving strategies by implementing inquiry based learning activities to develop meaning and conceptual understanding to address Gr. 6-8 Geometry & Measurement, Gr. 7 Base Ten, Gr. 8 Operations, Problems, & Statistics • Develop student's ability to make sense of real-world application problems involving expressions, equations, and functions to address Gr 8 Expressions, Equations, & Functions

#### Person or Persons Responsible:

Homeroom Teacher; Math Teacher

#### Target Dates or Schedule:

During regular math instruction

#### Evidence of Completion:

Teacher lesson plans and grade book assessments

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #3

#### Action:

Student progress monitoring.

#### Person or Persons Responsible:

Homeroom Teacher

#### Target Dates or Schedule:

Bi-Weekly

#### Evidence of Completion

Grade book data reports for student progress

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #3

**Action:**

Grade level data review and chats to monitor the effectiveness of the various strategies.

**Person or Persons Responsible:**

Homeroom Teacher, Math Teacher, MTSS/Rtl Leadership Team, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

District Quarterly Assessments provided by C& I will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

<b>Goal #3:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%
<b>Barrier #4:</b>	As noted on the 2013 administration of the FCAT 2.0 Mathematics Test all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. Enrichment activities for student scoring Level 4 and above will assist to maintain and increase the students in the group. These areas must be addressed to increase the number of students scoring Level 4 and above.
<b>Strategy #1 to Overcome the Barrier</b>	Provide opportunities for students to expand math skills and knowledge

### Step #1 to Implement Strategy #1

**Action:**

- Provide enrichment opportunities for students to compare and order fractions using area, set, and linear models to address Gr. 3-5 Operations and statistics and fractions.
- Provide opportunities for students to multiply multi-digit whole numbers through four digits, including solving real-world problems Gr. 3-5 Operations and Statistics, Fractions, and Geometry & Measurement
- Provide students with enrichment opportunities through the use of open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking Gr. 6-8 Geometry & Measurement, Gr. 7 Base Ten, Gr. 8 Operations, Problems, & Statistics
- Develop student's thematic projects to help students understand, analyze, and determine the relative size of numbers in the real-world

**Person or Persons Responsible:**

Homeroom Teacher; Math Teachers

**Target Dates or Schedule:**

During regular math instruction

**Evidence of Completion:**

Lesson Plans, Grade book reports, student progress reports

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #3****Action:**

Review of student math skills advancement through curriculum data reports.

**Person or Persons Responsible:**

Homeroom Teacher; Math Teacher

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion**

Curriculum assessment reports; Lesson Plans

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #3****Action:**

Review of student progress through data chats

**Person or Persons Responsible:**

Homeroom Teacher, Math Teacher, MTSS/Rtl Leadership Team, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

District Quarterly Assessments provided by C& I will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

<b>Goal #3:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%
<b>Barrier #5:</b>	As noted on the 2013 administration of the FAA Mathematics Test 37% of the students did not meet the target standards in math though 63% met standards they would benefit from maintenance of these mathematics skills. These areas must be addressed to increase the number of students scoring at Level 4, 5, and 6.
<b>Strategy #1 to Overcome the Barrier</b>	Implement a more challenging math curriculum to support student progress within the math curriculum

**Step #1 to Implement Strategy #1****Action:**

• Provide opportunities for students to make sense of math problems and persevere in solving them • Provide opportunities for students to use appropriate math tools strategically • Instruct students to look for and express regularity in repeated reasoning

**Person or Persons Responsible:**

Homeroom Teacher; Math Teacher

**Target Dates or Schedule:**

During regular math instruction

**Evidence of Completion:**

Teacher made Quarterly Assessments will be used to gauge program implementation

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #5 to Goal #3****Action:**

Teacher monitoring of student progress

**Person or Persons Responsible:**

Homeroom Teacher; math Teacher

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion**

Teacher made Quarterly Assessments will be used to gauge program implementation

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #5 to Goal #3****Action:**

Monitor the implementation of the various strategies

**Person or Persons Responsible:**

Homeroom Teacher, Math Teacher, MTSS/Rti Leadership Team, SPED Team, and Administration

**Target Dates or Schedule:**

SPED Team data review meetings

**Evidence of Completion:**

Teacher made Quarterly Assessments provided will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

<b>Goal #3:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%
<b>Barrier #6:</b>	As noted on the 2013 administration of the FAA Mathematics Test 37% of the students did not meet the target standards in math though 63% met standards they would benefit from maintenance of these mathematics skills. These areas must be addressed in order to increase the number of students scoring Level 7, 8, and 9.
<b>Strategy #1 to Overcome the Barrier</b>	Provide opportunities for students to advance their math skills.

**Step #1 to Implement Strategy #1****Action:**

- Provide enrichment opportunities for students to represent real-world math problems by plotting points on the first quadrant of a coordinate
- Provide enrichment opportunities for students to classify two-dimensional figures in a hierarchy based on properties.

**Person or Persons Responsible:**

Homeroom Teacher; Math Teacher

**Target Dates or Schedule:**

SPED Team data review meetings

**Evidence of Completion:**

Teacher made Quarterly Assessments will be used to gauge program implementation

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**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #6 to Goal #3**

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**Action:**

Student progress monitoring

**Person or Persons Responsible:**

Homeroom Teacher; Math Teacher

**Target Dates or Schedule:**

SPED Team data review meetings

**Evidence of Completion**

Teacher made Quarterly Assessments will be used to gauge program implementation

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**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #6 to Goal #3**

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**Action:**

Monitor the implementation of the various strategies

**Person or Persons Responsible:**

MTSS/Rti Leadership Team, SPED Team, and Administration

**Target Dates or Schedule:**

SPED Team data review meetings

**Evidence of Completion:**

Teacher made Quarterly Assessments provided will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

<b>Goal #3:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%
<b>Barrier #7:</b>	As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 Black, Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. These areas must be addressed in or to make learning gains in math.
<b>Strategy #1 to Overcome the Barrier</b>	Targeted student support in math instruction to increase student success

#### **Step #1 to Implement Strategy #1 - Budget Item**

##### **Action:**

• Identify students in the lowest 25% and provide after-school tutorial intervention to address mathematical deficiencies. • Provide opportunities for students to identify models of multiplication and/or division for basic multiplication facts and/or related division facts Gr. 3-5 Operations and statistics. • Support mathematics fluency and problem solving skills in the areas of determining the area of a polygon and identifying angles and transformations by providing time and practice.

##### **Person or Persons Responsible:**

Homeroom Teacher; Math Teacher; Tutoring Teacher

##### **Target Dates or Schedule:**

During regular math instruction and after math tutoring

##### **Evidence of Completion:**

Curriculum assessments in class, grade book, and tutoring post-test(s)

#### **Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #7 to Goal #3**

##### **Action:**

Student progress data review.

##### **Person or Persons Responsible:**

Homeroom Teacher, Math Teacher After School Tutor

##### **Target Dates or Schedule:**

Bi-Weekly

##### **Evidence of Completion**

Curriculum Assessment data reports, Grade book data, After School program Data

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #7 to Goal #3

**Action:**

Student progress monitoring will occur during data reviews

**Person or Persons Responsible:**

Homeroom Teacher, math MTSS/Rtl Leadership Team, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

District Quarterly/Interim Assessments provided by C&I will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

<b>Goal #3:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%
<b>Barrier #8:</b>	As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 Black, Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. These areas must be addressed in or to make learning gains in lowest 25% scores in math.
<b>Strategy #1 to Overcome the Barrier</b>	Increase student opportunities to practice math skills

### Step #1 to Implement Strategy #1 - Budget Item

**Action:**

- Identify students in the lowest 25% and provide after-school tutorial intervention to address mathematical deficiencies.
- Provide opportunities for students to identify models of multiplication and/or division for basic multiplication facts and/or related division facts Gr. 3-5 Operations and statistics.
- Support mathematics fluency and problem solving skills in the areas of determining the area of a polygon and identifying angles and transformations by providing time and practice.
- Develop student's ability to make sense of real-world application problems involving expressions, equations, and functions to address Gr 8 Expressions, Equations, & Functions

**Person or Persons Responsible:**

Homeroom Teacher, Math teacher

**Target Dates or Schedule:**

During regular math instruction and after school tutoring

**Evidence of Completion:**

Lesson Plans, Grade book reports, Curriculum assessment reports

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #8 to Goal #3****Action:**

Monitor progress of students in the lowest 25%

**Person or Persons Responsible:**

Homeroom Teacher, Math Teacher

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion**

Curriculum Assessment Reports, Lesson Plans, Grade book reports

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #8 to Goal #3****Action:**

Students in the lowest 25% progress monitoring will occur during data reviews

**Person or Persons Responsible:**

Homeroom Teacher, Math Teacher, MTSS/Rtl Leadership Team, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

District Quarterly Assessments provided by C& I will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

**Goal #3:**

Students scoring Level 3 and above on the FCAT 2.0 will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%

**Barrier #9:**

As noted on the 2013 administration of the Algebra I EOC Test all grade level content cluster scores remained stagnant and/or dropped. This is in part due the previous score equaling 100% proficiency. In order to maintain the high proficiency levels of the Middle School acceleration program and to increase the number of students scoring Level 4 and above enrichment in Algebra I is needed.

**Strategy #1 to Overcome the Barrier**

Implement a program of Algebra I study to allow continued student advancement

**Step #1 to Implement Strategy #1****Action:**

• Provide opportunities for students to symbolically represent, solve, graph, interpret, analyze, and apply concepts of linear equations in two variables. • Provide opportunities for students to real world problems using the quadratic equation. • Provide students opportunities to simplify polynomials using addition, subtraction, and multiplication in mathematical and real-world context.

**Person or Persons Responsible:**

Algebra I Teacher

**Target Dates or Schedule:**

During regular Algebra I instruction

**Evidence of Completion:**

Curriculum Assessments, Lesson Plans, Grade book Reports

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**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #9 to Goal #3**

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**Action:**

Monitor the student success through various strategies

**Person or Persons Responsible:**

Algebra I Teacher

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion**

Curriculum Assessment Reports, Grade book Reports

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**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #9 to Goal #3**

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**Action:**

Monitor success in the implementation of the Algebra curriculum

**Person or Persons Responsible:**

Algebra I, MTSS/RtI Leadership Team, 8th Grade Level Chair, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

District Quarterly Assessments provided by C& I will be used to gauge program effectiveness through the demonstration of progressive increase in student performance scores.

<b>Goal #3:</b>	Students scoring Level 3 and above on the FCAT 2.0 will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%
<b>Barrier #10:</b>	As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroup did not meet the Expected AMOs for 2013 Black. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Expressions, Equations, & Functions.
<b>Strategy #1 to Overcome the Barrier</b>	Provide opportunities for students to learn various ways to address higher order math questions with two or more steps to solve.

### Step #1 to Implement Strategy #1

#### Action:

- Provide opportunities for students to extend numeric or graphic patterns beyond the next element in a numeric or graphic pattern to address Gr. 3-5 Operations and statistics.
- Provide opportunities for students to compose, decompose, and transform polygons to create and identify other polygons; measure objects using the metric system to address Gr 4-5 Operations and Statistics and Gr 6-8 Geometry & Measurement
- Provide students opportunities to utilize problem solving strategies by implementing inquiry based learning activities to develop meaning and conceptual understanding to address Gr. 6-8 Geometry & Measurement, Gr. 7 Base Ten, Gr. 8 Operations, Problems, & Statistics
- Develop student's ability to make sense of real-world application problems involving expressions, equations, and functions to address Gr 8 Expressions, Equations, & Functions

#### Person or Persons Responsible:

Homeroom Teacher; Math Teacher

#### Target Dates or Schedule:

During regular math instruction

#### Evidence of Completion:

Course curriculum math assessment data

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #10 to Goal #3

#### Action:

Individual student data review

#### Person or Persons Responsible:

Homeroom Teacher; Math Teacher

#### Target Dates or Schedule:

Bi-Weekly

#### Evidence of Completion

Course Curriculum data reports

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #10 to Goal #3

**Action:**

Grade Level data review and chat

**Person or Persons Responsible:**

Homeroom Teacher, Math Teacher, MTSS/RTI Leadership Team, Grade Level Chairs, Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Interim Edusoft Data reports

**Goal #3:**

Students scoring Level 3 and above on the FCAT 2.0 will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%

**Barrier #11:**

As noted on the 2013 administration of the Algebra I EOC Test all grade level content cluster scores remained stagnant and/or dropped. This is due to an increase in the number of students not scoring proficient at Level 3. In order to maintain the high proficiency levels of the Middle School acceleration program and to increase the number of students scoring Level 3 in Algebra I opportunities to use algebraic representations in real-world is needed.

**Strategy #1 to Overcome the Barrier**

Provide opportunities for students to solve algebraic problems in real-world mathematical context.

### Step #1 to Implement Strategy #1

**Action:**

• Train students to solve real-world problems using the Quadratic Equation • Perform set operations such as union and intersection, complement, and cross product • Support mathematical fluency and problem solving skills in the area of quadratic equations, rational and radical expressions, algebraic proportions, and set theory by providing time to practice

**Person or Persons Responsible:**

Algebra I Teacher

**Target Dates or Schedule:**

During regular Algebra I instruction

**Evidence of Completion:**

Curriculum Assessment, Lesson Plans, Grade book

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #11 to Goal #3

**Action:**

Monitor student progress within the curriculum

**Person or Persons Responsible:**

Algebra I Teacher

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion**

Curriculum Assessment Reports, Grade book reports

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #11 to Goal #3

**Action:**

Student data review and chats

**Person or Persons Responsible:**

Algebra I Teacher, MTSS/RtI Leadership Team, Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Curriculum Assessment Data Reports, Interim Assessment Data Report, Grade book Reports

**Goal #4:**

Our goal for the 2013 school year is to increase level 3 and above student proficiency by 6 percentage points from 42% to 48% in Gr. 5 and 6 percentage points in Gr 8 45% to 51%.

**Barrier #1:**

As noted on the 2013 administration of the FCAT 2.0 Science Test the Reporting Category scores that remained stagnant or decreased in the 5th grade are Earth & Space Science and Physical Science. These areas must be addressed in order to increase the number of students scoring at Level 3.

**Strategy #1 to Overcome the Barrier**

Provide various opportunities for student s to use the Scientific Process.

### Step #1 to Implement Strategy #1

**Action:**

- Provide opportunities for students to continually participate in inquiry based hands-on activities relevant to the objectives of the topic to address Gr.5 Earth & Space Science and Physical Science.
- Provide opportunities for students to utilize instructional technology resources such as GIZMOS and Discovery Education to address Gr.5 Earth & Space Science and Physical.

**Person or Persons Responsible:**

5th Grade Science Teacher

**Target Dates or Schedule:**

During regular science instruction

**Evidence of Completion:**

Course curriculum assessment reports

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4

**Action:**

Monitor the implementation of the various strategies.

**Person or Persons Responsible:**

MTSS/RtI Leadership Team, 5th Grade Level Chair, and Administration

**Target Dates or Schedule:**

Monitoring will occur during data reviews, classroom walkthroughs, and teacher observations

**Evidence of Completion**

District Quarterly Assessments provided by C& I will be used to gauge program implementation

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4

**Action:**

Grade Level data reviews and chats

**Person or Persons Responsible:**

5th Gr Science Teachers, MTSS/RtI Leadership Team, and Administration

**Target Dates or Schedule:**

Interim Science Assessment periods

**Evidence of Completion:**

Interim Edusoft Science Data Reports

<b>Goal #4:</b>	Our goal for the 2013 school year is to increase level 3 and above student proficiency by 6 percentage points from 42% to 48% in Gr. 5 and 6 percentage points in Gr 8 45% to 51%.
<b>Barrier #2:</b>	As noted on the 2013 administration of the FCAT 2.0 Science Test the Reporting Category scores that remained stagnant or decreased in the 5th grade are Earth & Space Science and Physical Science. Providing enrichment activities may help to increase the number of students able to score Level 4 and above on the Gr. 5 Science test. These areas must be addressed in order to increase the number of students scoring at Level 4 or above.
<b>Strategy #1 to Overcome the Barrier</b>	Implement activities that will provide complex science instruction and experience

### Step #1 to Implement Strategy #1

**Action:**

- Provide enrichment opportunities by ensuring students have the opportunity to design create and present representations of models of natural or manmade phenomena Gr.5 Earth & Space Science.
- Provide enrichment opportunities to allow students to participate in science competitions. Gr.5 Earth & Space Science and Physical Science.

**Person or Persons Responsible:**

Gr 5 Science Teacher

**Target Dates or Schedule:**

During regular instruction and enrichment activities

**Evidence of Completion:**

Student work samples

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #4

**Action:**

Individual student data review

**Person or Persons Responsible:**

Gr 5 Science Teachers

**Target Dates or Schedule:**

Bi-weekly

**Evidence of Completion**

Course curriculum assessment data

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #4

**Action:**

Monitoring will occur during data reviews, classroom walkthroughs, and teacher observations

**Person or Persons Responsible:**

5th Grade Science Teacher, MTSS/RtI Leadership Team, and Administration

**Target Dates or Schedule:**

Interim Science Assessment periods

**Evidence of Completion:**

Interim Edusoft Data Reports

**Goal #4:**

Our goal for the 2013 school year is to increase level 3 and above student proficiency by 6 percentage points from 42% to 48% in Gr. 5 and 6 percentage points in Gr 8 45% to 51%.

**Barrier #3:**

As noted on the 2013 administration of the FCAT 2.0 Science Test the Reporting Category scores that remained stagnant or decreased in the 8th Grade is the Nature of Science. These areas must be addressed in order to increase the number of students scoring at Level 3.

**Strategy #1 to Overcome the Barrier**

Provide opportunities for students to continually utilize the Scientific Process.

### Step #1 to Implement Strategy #1

**Action:**

- Provide opportunities for students to continually participate in inquiry based hands-on activities relevant to the objectives of the topic to address Gr. 8 Nature of Science
- Provide opportunities for students to utilize instructional technology resources such as GIZMOS and Discovery Education to address Gr. 8 Nature of Science.
- Provide classroom and after-school for students to design and develop science and engineering projects to increase scientific thinking to address Gr. 8 Nature of Science.

**Person or Persons Responsible:**

8th Grade Science Teacher

**Target Dates or Schedule:**

During Regular Science Instruction

**Evidence of Completion:**

Course curriculum assessment data reports

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #4

**Action:**

Individual student progress monitoring

**Person or Persons Responsible:**

8th Grade Science Teacher

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion**

Course curriculum assessment data reports

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #4

**Action:**

Subject area data chat and review

**Person or Persons Responsible:**

8th Grade Teacher, MTSS/RtI Leadership Team, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Interim Edusoft Science Assessment Data

<b>Goal #4:</b>	Our goal for the 2013 school year is to increase level 3 and above student proficiency by 6 percentage points from 42% to 48% in Gr. 5 and 6 percentage points in Gr 8 45% to 51%.
<b>Barrier #4:</b>	As noted on the 2013 administration of the FCAT 2.0 Science Test the Reporting Category scores that remained stagnant or decreased in the 8th Grade is the Nature of Science. Providing enrichment activities may help to increase the number of students able to score Level 4 and above on the Gr. 8 Science test. These areas must be addressed in order to increase the number of students scoring at Level 4 or above.
<b>Strategy #1 to Overcome the Barrier</b>	Implement science instruction and activities to enrich students science knowledge

### Step #1 to Implement Strategy #1

**Action:**

- Provide enrichment opportunities by establishing a timeline for the development of student projects and ensure that all students participate in enrichment activities and increase participation in science competitions Gr. 8 Nature of Science
- Provide enrichment opportunities by incorporating reading science informational text regularly and Comprehension Instructional Sequence (CIS) quarterly as delineated by the Common Core Standards Gr. 8 Nature of Science.
- Provide enrichment activities through classroom and after-school programs to design and develop science and engineering projects to increase scientific thinking to address Gr. 8 Nature of Science.

**Person or Persons Responsible:**

8th Grade Science Teacher

**Target Dates or Schedule:**

During regular science instruction and special project periods

**Evidence of Completion:**

Student work product

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #4****Action:**

Individual student science progress monitoring

**Person or Persons Responsible:**

8th Grade Science Teacher

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion**

Course curriculum assessment data reports and grade reports

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #4****Action:**

8th Grade Science data reviews

**Person or Persons Responsible:**

8th Grade Teacher, MTSS/RtI Leadership Team, and Administration

**Target Dates or Schedule:**

Interim Science Assessment Periods

**Evidence of Completion:**

Interim Edusoft Science Data Reports

<b>Goal #5:</b>	Student participation in STEM related activities to increase student enrollment in STEM programs.
<b>Barrier #1:</b>	A limited amount of students are exposed to the STEM Program of study due to a necessity to be enrolled in specific Reading and or Math Intensive courses
<b>Strategy #1 to Overcome the Barrier</b>	Provide opportunities for students to be exposed to STEM programs

**Step #1 to Implement Strategy #1****Action:**

• Provide an IB MYP Technology course within the elective wheel • Provide IB MYP Students with a Technology Log to document additional hours of instruction in the Technology Design Cycle. • Provide students in the Technology courses with instruction using the FLDOE STEM technology and engineering curriculum

**Person or Persons Responsible:**

MYP Technology Teachers; Gr 6-8 Science teachers

**Target Dates or Schedule:**

During science and technology instruction

**Evidence of Completion:**

Student Work Samples

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #5****Action:**

Review student participation in STEM activities

**Person or Persons Responsible:**

MYP technology Teachers; Gr 6-8 Science Teachers

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion**

Teacher made Lesson Plans

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #5****Action:**

Monitor student exposure to STEM programs and activities

**Person or Persons Responsible:**

MYP Technology Teachers; Gr 6-8 Science Teachers

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

MYP Technology Logs provided to students

<b>Goal #6:</b>	Increase in awareness of CTE programs available in order for our students to make informed decisions.
<b>Barrier #1:</b>	Need for training Career Technical Education development and training for the middle grade teachers
<b>Strategy #1 to Overcome the Barrier</b>	Provide opportunities for students to investigate and consider CTE programs of Education

**Step #1 to Implement Strategy #1****Action:**

• Participation in the district –wide CTE competitions through science instruction • Train teachers on the use of Discovery Education resources to use for CTE instruction.

**Person or Persons Responsible:**

Articulation Team, MTSS/RtI Leadership Team, Grade Level Chairs, and Administration will monitor the implementation of the various strategies

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

CTE Activity Logs

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**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #6**

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**Action:**

Review individual Grade Level exposure to CTE activities

**Person or Persons Responsible:**

Articulation Team, MTSS/RtI Leadership Team, Grade Level Chairs, and Administration will monitor the implementation of the various strategies

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion**

CTE Activity Logs

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**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #6**

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**Action:**

Review of CTE opportunities

**Person or Persons Responsible:**

Articulation Team, MTSS/RtI Leadership Team, Grade Level Chairs, and Administration will monitor the implementation of the various strategies

**Target Dates or Schedule:**

Annually

**Evidence of Completion:**

CTE Activity Logs

<b>Goal #7:</b>	The percentage of students scoring Level 3 and above on the FCAT 2.0 Civics EOC meet state FLDOE standards
<b>Barrier #1:</b>	Upon review of the District Baseline Assessment it was found that 35% of students were proficient in Civics knowledge. After a review of course benchmarks it has been determined that students require more instruction in the area of Government Policies and political Processes(37%), Organization and Function of Government (33%), Origins and Purpose of Law and Government (32%), and Roles, Rights, and Responsibilities (39%).
<b>Strategy #1 to Overcome the Barrier</b>	Provide instructional opportunities for students to expand their U.S. History and Civics knowledge.

### Step #1 to Implement Strategy #1

#### Action:

- Provide classroom activities which help students develop an understanding of the content –specific vocabulary taught in government and civics
- Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other political representations
- Provide intervention opportunities for students who demonstrate deficiencies in benchmark mastery

#### Person or Persons Responsible:

Civic Teachers

#### Target Dates or Schedule:

During regular Civics instruction

#### Evidence of Completion:

Course curriculum assessment data

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #7

#### Action:

Individual Student data review

#### Person or Persons Responsible:

Civics Teacher

#### Target Dates or Schedule:

Bi-Weekly

#### Evidence of Completion

Course curriculum assessment data reports

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #7

#### Action:

Civics data review and chat

#### Person or Persons Responsible:

Civic Teacher, MTSS/Rtl Leadership Team, and Administration

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Interim Edusoft Civics Data Reports

<b>Goal #8:</b>	Decrease the At-Risk activities and behaviors that lead to student failure
<b>Barrier #1:</b>	Students that miss 10 percent or more of available instructional time have a high likelihood of missing instruction critical to succeed within the curriculum.
<b>Strategy #1 to Overcome the Barrier</b>	Reduce the number of students missing 10 percent of instructional time

### Step #1 to Implement Strategy #1

**Action:**

- Implement a progressive attendance discipline plan to include parent conferences with school administration and offer incentives by recognizing perfect attendance students on a quarterly basis.
- Schedule parent conferences to discuss the schools role in assistance with attendance, providing flexible meeting time hours before and after school.

**Person or Persons Responsible:**

MTSS/Rtl Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Daily Attendance Reports

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #8

**Action:**

Monitor daily student attendance

**Person or Persons Responsible:**

Homeroom Teachers, MTSS/Rtl Leadership Team, and Administration

**Target Dates or Schedule:**

Daily

**Evidence of Completion**

Daily Attendance Reports

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #8

**Action:**

Parent/Student conference for attendance

**Person or Persons Responsible:**

Homeroom Teacher, MTSS/Rtl Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Monthly as needed

**Evidence of Completion:**

Quarterly Attendance Reports

<b>Goal #8:</b>	Decrease the At-Risk activities and behaviors that lead to student failure
<b>Barrier #2:</b>	Students not proficient in Reading by Gr 3 have a high likelihood of not passing the FCAT and possibly being retained.
<b>Strategy #1 to Overcome the Barrier</b>	Provide experience to increase Gr 3 student proficiency in Reading.

### Step #1 to Implement Strategy #1

**Action:**

- Implement grade level data chats in order to guide reading instruction which promotes the use of context clues, the use of concept maps, word meanings, phrases, and expressions, relevant story details, and instruction in the ability to synthesize, analyze, and evaluate information. For Gr K-2 • Infuse SuccessMaker and Reading Plus programs to support traditional instruction in Reading.

**Person or Persons Responsible:**

Gr 3 Homeroom Teachers, Literacy Leadership Team, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Course curriculum assessment reports

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #8

**Action:**

Individual student Reading progress Report

**Person or Persons Responsible:**

Gr 3 Homeroom Teacher, Literacy Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion**

Course curriculum assessment reports

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #8

**Action:**

Grade Level Data review and chats

**Person or Persons Responsible:**

Gr 3 Homeroom Teachers, Literacy Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Interim Edusoft Reading Assessment Report

<b>Goal #8:</b>	Decrease the At-Risk activities and behaviors that lead to student failure
<b>Barrier #3:</b>	Students that receive behavior referrals have a high likelihood of missing instructional time in order to address behavioral short falls.
<b>Strategy #1 to Overcome the Barrier</b>	Reduce the instructional time missed by students receiving behavior referrals.

### Step #1 to Implement Strategy #1

**Action:**

- Utilize the student code of conduct by implementing daily Spill-Out Spotlight on good behavior program
- Implement incentive permission forms for monthly school sponsored dances

**Person or Persons Responsible:**

Gr Pre-K-8 Faculty, MTSS/Rtl Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Reduced number of behavioral referrals as evidenced by the SPI Report.

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #8

**Action:**

Review referral processing reports per SPI

**Person or Persons Responsible:**

MTSS/Rtl Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion**

SCAM processing report per SPI

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #8

**Action:**

Quarterly review of SPI report for referrals processed

**Person or Persons Responsible:**

- MTSS/Rtl Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Quarterly SPI reports

<b>Goal #8:</b>	Decrease the At-Risk activities and behaviors that lead to student failure
<b>Barrier #4:</b>	Students that miss 10 percent or more of available instructional time have a high likelihood of missing instruction critical to succeed within the curriculum.
<b>Strategy #1 to Overcome the Barrier</b>	Reduce the number of students missing 10 percent or more of instructional time.

#### **Step #1 to Implement Strategy #1**

**Action:**

- Implement a progressive attendance discipline plan to include parent conferences with school administration and offer incentives by recognizing perfect attendance students on a quarterly basis.
- Schedule parent conferences to discuss the schools role in assistance with attendance, providing flexible meeting time hours before and after school.
- Implement a Mini-Field Day activity once per marking period

**Person or Persons Responsible:**

Homeroom Teacher

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Daily Attendance completion within the Grade Book

#### **Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #8**

**Action:**

Absence monitoring through the Grade book.

**Person or Persons Responsible:**

Homeroom Teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion**

Daily attendance completion through the Grade book

#### **Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #8**

**Action:**

Parent/Student meetings regarding attendance for students approaching critical attendance mark

**Person or Persons Responsible:**

Homeroom Teacher, Attendance Committee, MTSS/Rtl Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Attendance Committee Meeting Logs

<b>Goal #8:</b>	Decrease the At-Risk activities and behaviors that lead to student failure
<b>Barrier #5:</b>	Student who fail mathematics and two or more courses are at-risk of not graduating high school and not passing the necessary assessment s to move on to post-secondary education.
<b>Strategy #1 to Overcome the Barrier</b>	Reduce the number of students who fail mathematics and two or more courses.

### Step #1 to Implement Strategy #1

**Action:**

• Provide students' opportunities to utilize problem solving strategies by implementing inquiry based learning activities to develop meaning. • Provide guidance and support through academic counseling to address student needs • Develop student's ability to make sense of real-world application problems involving expressions

**Person or Persons Responsible:**

Math Teachers, Guidance Counselor

**Target Dates or Schedule:**

During regular math instruction and during targeted counseling.

**Evidence of Completion:**

Course curriculum assessment reports

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #5 to Goal #8

**Action:**

Individual student math progress data review

**Person or Persons Responsible:**

Math Teacher

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion**

Course curriculum assessment data reports

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #5 to Goal #8

**Action:**

Grade Level Data Review and Chats

**Person or Persons Responsible:**

Math Teachers, MTSS/Rtl Leadership Team, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Interim Edusoft Math Assessment data reports

<b>Goal #8:</b>	Decrease the At-Risk activities and behaviors that lead to student failure
<b>Barrier #6:</b>	Students that receive behavior referrals have a high likelihood of missing instructional time to address behavioral issues.
<b>Strategy #1 to Overcome the Barrier</b>	Reduce the number of middle grade students receiving behavior referrals.

### Step #1 to Implement Strategy #1

**Action:**

- Utilize the student code of conduct by implementing daily Spill-Out Spotlight on good behavior program
- Implement Mini-Field Day activity scheduled every marking period.
- Implement incentive permission forms for monthly school sponsored dances

**Person or Persons Responsible:**

Guidance Counselor, Trust Counselor, • Literacy Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Activity Logs

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #6 to Goal #8

**Action:**

Formal monitoring of students that receive at least one behavioral referral

**Person or Persons Responsible:**

Guidance Counselor; Trust Counselor

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

Meeting/Counseling Logs

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #6 to Goal #8

**Action:**

Review SPI reports regarding behavioral referrals

**Person or Persons Responsible:**

Guidance Counselor, Trust Counselor, Literacy Leadership Team, Grade Level Chairs, and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Monthly SPI Reporting for SCAMS processed

### Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school**

**Title I, Part A**

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Involvement Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students

**Title I, Part C- Migrant**

The school provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

**Title III**

Title III funds are used to supplement and enhance the programs for ELL and immigrant students by providing these services: Parent Outreach Activities and behavioral/mental counseling services.

**Title X- Homeless**

Homeless: Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, Mentors at Middle Schools, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.

**Supplemental Academic Instruction (SAI)**

Fienberg-Fisher will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

**Nutrition Programs**

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education as per state statute is taught through physical education.
- 3) The School Fund Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District Wellness Policy. Our school is also for part of the Alliance for a Healthier Generation initiative which impacts the physical, wellness of students and staff. The school encourages students and staff to make healthier lifestyle choices by providing healthier food choices in the cafeteria and staff lounge. We also provide after school physical fitness classes for students and staff.
- 4) The school has been awarded Bronze Level in the Health Schools rating program

**Head Start**

The Head Start Program is now part of our school community. Activities, including professional development and transition processes are now lead by Fienberg-Fisher K8 Center. Parent classes in support for Kindergarten preparation are offered by the Community Liaison and IB PYP Coordinator. The Summer VPK program will be provided at the school's Head Start sites.

### **Professional Development**

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and

paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

**Professional development opportunities identified in the SIP as action steps to achieve the school's goals:**

**Goal #1:** Students scoring Level 3 and above on the FCAT 2.0 will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%

**Barrier #1:** As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 Hispanic, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Reading Application, Literary Analysis, Informational Text/Research Process, and Vocabulary.

**Strategy #1:** Provide students with differentiated instruction through the use of web-based programs that generate data reports.

**Action Step #1:** • Implement grade level data chats in order to guide reading instruction which promotes the use of context clues, the use of concept maps, word meanings, phrases, and expressions, relevant story details, and instruction in the ability to synthesize, analyze, and evaluate information. • Infuse SuccessMaker, Reading Plus, and reading Wonders internet based differentiated instructional tools. To support traditional instruction in the area of prefix & suffix, base words, root words, antonyms, synonyms, and multiple meaning words.

**Facilitator leader**

Reading Coach/IB MYP Coordinator

**Participants**

Grades PreK-5 Teachers (SuccessMaker and Reading Wonders) Grades PreK-8 Edusoft Data Training

**Target dates or schedule**

During regular instructional time, after school tutoring, and during pull-out instruction.

**Evidence of Completion and Person Responsible for Monitoring**

SuccessMaker Reports and Interim Edusoft Reports

(Person Responsible: Homeroom teacher, language arts/reading subject area teacher, after school tutoring teacher, and pull-out instruction paraprofessional)

**Barrier #5:** As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 All students, Black, Hispanic, White, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addresses in order to increase the student learning gains.

**Strategy #1:** Implement supplemental instructional strategies to increase students making learning gains.

**Action Step #1:** • Implement grade level data chats in order to guide reading instruction which promotes the use of context clues, the use of concept maps, word meanings, phrases, and expressions, relevant story details, and instruction in the ability to synthesize, analyze, and evaluate information. • Infuse SuccessMaker, Reading Plus, Voyager and Intensive Reading and Intensive Reading Plus programs. To support traditional instruction in Reading. • Identify students in the lowest 25% and provide after-school tutorial intervention to address reading deficiencies.

**Facilitator leader**

Reading Coach/IB MYP Coordinator

**Participants**

Gr K-5 Homeroom Teachers and Gr 6-8 Language Arts/Reading Teachers

**Target dates or schedule**

During after-school tutoring, pull-out instruction, and intervention instruction

**Evidence of Completion and Person Responsible for Monitoring**

Web-based program data reports provided by supplemental instructional programs.

(Person Responsible: Homeroom Teachers and Language Arts/Reading Teachers)

**Barrier #6:** As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 All students, Black, Hispanic, White, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addresses in order to increase the student learning gains in the Lowest 25%.

**Strategy #1:** Implement supplemental instructional strategies to increase students making learning gains.

**Action Step #1:** • Provide before and after school tutoring for targeted students in the Reading subject area. • Determine core instructional needs by reviewing FAIR (Florida Assessments in Reading) assessment data for all Hispanic, Economically Disadvantaged, ELL, and SWD students. Plan differentiated instruction using Voyager • Include higher order thinking questions in lesson plans to improve critical thinking skills and reading comprehension.

**Facilitator leader**

Reading Coach/IB MYP Coordinator

**Participants**

Gr K-5 Homeroom and Gr 6-8 Language Arts/Reading Teachers

**Target dates or schedule**

During after school tutoring, pull-out tutoring, and intervention instruction

**Evidence of Completion and Person Responsible for Monitoring**

Web-based program data reports provided by the supplemental instructional programs

(Person Responsible: Homeroom Teacher, Language Arts/Reading Teacher, and Reading Coach)

**Goal #2:** The results of the 2013 FCAT 2.0 Writing Test indicates that 46% (77) of students achieved Level 3.5 proficiency. Our goal for the 2014 school year is to increase level 3.5 student proficiency by 5 percentage points to 51%

**Barrier #1:** As noted on the 2013 administration of the FCAT 2.0 Writing Test there is a significant drop of 26 percentage points in the students achieving proficiency from 72% (129) to 46% (77). Strategies to increase writing skills for students in grade 4 must be implemented to increase the number of students scoring Level 3.5 and above.

**Strategy #1:** Increase writing skills and opportunities to practice writing process strategies for students in Grade 4.

**Action Step #1:** • Students will use the writing process daily; all writing will be dated, and recorded in a writing portfolio for monitoring of growth across time. • Writing Focus Calendars will be created and implemented into the instruction, where the students will be given expository and narrative tests monthly. • Modeling and coach provided by the Reading Coach for Language Arts Reading Teachers in Grade 4 • Language Arts/Reading teachers will conference with students regarding their writing progress within the curriculum

**Facilitator leader**

Reading Coach

**Participants**

Gr 4 Homeroom Teachers

**Target dates or schedule**

During regular language arts instructional period

**Evidence of Completion and Person Responsible for Monitoring**

Student writing samples

(Person Responsible: Language Arts Teacher)

**Barrier #2:** As noted on the 2013 administration of the FCAT 2.0 Writing Test there is a significant drop of 26 percentage points in the students achieving proficiency from 72% (129) to 46% (77). Strategies to increase writing skills for students in grade 8 must be implemented to increase the number of students scoring Level 3.5 and above.

**Strategy #1:** Increase writing skills and opportunities to practice writing process strategies for students in Grade 8.

**Action Step #1:** • Students will use the writing process daily; all writing will be dated, and recorded in a writing portfolio for monitoring of growth across time. • Writing Focus Calendars will be created and implemented into the instruction, where the students will be given expository and narrative tests monthly. • Modeling and coach provided by the Reading Coach for Language Arts Reading Teachers in Grade 8 • Language Arts/Reading teachers will conference with students regarding their writing progress within the curriculum

**Facilitator leader**

Klahr

**Participants**

Grade 8 Language Arts/Reading Teacher

**Target dates or schedule**

During regular instructional time

**Evidence of Completion and Person Responsible for Monitoring**

Student Writing Work Samples

(Person Responsible: Language Arts/Reading Subject Area Teacher)

**Budget**

**Budget Summary by Goal**

Goal	Description	Total
Goal #1	Students scoring Level 3 and above on the FCAT 2.0 will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%	\$17,828
	Total	\$17,828

#### Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Total
District, Title I Schools Funds; EESAC	\$0	\$0
Title I School Funds; EESAC	\$6,150	\$6,150
District	\$11,678	\$11,678
	\$0	\$0
Total	\$17,828	\$17,828

#### Budget Detail

**Goal #1:** Students scoring Level 3 and above on the FCAT 2.0 will increase by 8 percentage points from 53% to 61% and students scoring Level 4 and above on the FAA will increase by 4 percentage points from 63% to 67%

**Barrier #1:** As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 Hispanic, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Reading Application, Literary Analysis, Informational Text/Research Process, and Vocabulary.

**Strategy #1:** Provide students with differentiated instruction through the use of web-based programs that generate data reports.

**Action Step #1:** • Implement grade level data chats in order to guide reading instruction which promotes the use of context clues, the use of concept maps, word meanings, phrases, and expressions, relevant story details, and instruction in the ability to synthesize, analyze, and evaluate information. • Infuse SuccessMaker, Reading Plus, and reading Wonders internet based differentiated instructional tools. To support traditional instruction in the area of prefix & suffix, base words, root words, antonyms, synonyms, and multiple meaning words.

<b>Resource Type</b>	Evidence-Based Program
<b>Resource</b>	SuccessMaker (\$5274); Reading Plus (\$3234); EduSoft (\$3170)
<b>Funding Source</b>	District
<b>Amount Needed</b>	\$11,678

**Barrier #5:** As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 All students, Black, Hispanic, White, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addresses in order to increase the student learning gains.

**Strategy #1:** Implement supplemental instructional strategies to increase students making learning gains.

**Action Step #1:** • Implement grade level data chats in order to guide reading instruction which promotes the use of context clues, the use of concept maps, word meanings, phrases, and expressions, relevant story details, and instruction in the ability to synthesize, analyze, and evaluate information. • Infuse SuccessMaker, Reading Plus, Voyager and Intensive Reading and Intensive Reading Plus programs. To support traditional instruction in Reading. • Identify students in the lowest 25% and provide after-school tutorial intervention to address reading deficiencies.

**Resource Type** Evidence-Based Program

**Resource** SuccessMaker, Edusoft

**Funding Source** District

**Amount Needed** \$0

**Barrier #6:** As noted on the 2013 administration of the FCAT 2.0 Reading Test the following student subgroups did not meet the Expected AMOs for 2013 All students, Black, Hispanic, White, ELL, SWD, and ED. Additionally, many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addresses in order to increase the student learning gains in the Lowest 25%.

**Strategy #1:** Implement supplemental instructional strategies to increase students making learning gains.

**Action Step #1:** • Provide before and after school tutoring for targeted students in the Reading subject area. • Determine core instructional needs by reviewing FAIR (Florida Assessments in Reading) assessment data for all Hispanic, Economically Disadvantaged, ELL, and SWD students. Plan differentiated instruction using Voyager • Include higher order thinking questions in lesson plans to improve critical thinking skills and reading comprehension.

**Resource Type** Evidence-Based Program

**Resource** Afterschool Tutoring

**Funding Source** Title I School Funds; EESAC

**Amount Needed** \$6,150

**Barrier #11:** As noted on the 2013 administration of the FCAT 2.0 Reading Test many grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr. 3 and 8 Reading Application, Gr. 4, 5, 8 Literary Analysis, Gr. 4 Informational Text/Research Process, and Gr. 7 Vocabulary. These areas must be addressed to increase the number of students scoring at Level 4 and above.

**Strategy #1:** Implement enrichment activities designed to increase student understanding of the different aspects of literacy.

**Action Step #1:** • Provide opportunities for students to participate in Research-Based projects through the use of Discover Education (K-12) • Provide interactive instruction in the middle grades through the use of SMARTBoards in the Language Arts classes • Implement the six transdisciplinary themes of the IB PYP Programme which enrich and support reading instruction in the area of Main Idea, Relevant Detail, Conclusion and Inferences. • Implement enriched reading instruction through the use of the five Areas of Interaction of the IB MYP Programme which will include word relationships, multiple meanings, and analyzing text.

**Resource Type** Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**Goal #3:** Students scoring Level 3 and above on the FCAT 2.0 will increase by 11 percentage points from 52% to 63% and students scoring Level 4 and above on the FAA will increase by 6 percentage points from 48% to 54%

**Barrier #7:** As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 Black, Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. These areas must be addressed in or to make learning gains in math.

**Strategy #1:** Targeted student support in math instruction to increase student success

**Action Step #1:** • Identify students in the lowest 25% and provide after-school tutorial intervention to address mathematical deficiencies. • Provide opportunities for students to identify models of multiplication and/or division for basic multiplication facts and/or related division facts Gr. 3-5 Operations and statistics. • Support mathematics fluency and problem solving skills in the areas of determining the area of a polygon and identifying angles and transformations by providing time and practice.

**Resource Type** Evidence-Based Program

**Resource** SuccessMaker; Afterschool tutoring,

**Funding Source** District, Title I Schools Funds; EESAC

**Amount Needed** \$0

**Barrier #8:** As noted on the 2013 administration of the FCAT 2.0 Mathematics Test the following student subgroups did not meet the Expected AMOs for 2013 Black, Hispanic, ELL, SWD, and ED. Additionally, all grade level content cluster scores remained stagnant and/or dropped. This occurred in the area of Gr 3-5 Operations and Statistics, Fractions, and Geometry & Measurement and in Gr. 6-8 Geometry & Measurement, Gr 7 Base Ten, Gr 8 Operations, Problems, & Statistics, and Expressions, Equations, & Functions. These areas must be addressed in or to make learning gains in lowest 25% scores in math.

**Strategy #1:** Increase student opportunities to practice math skills

**Action Step #1:** • Identify students in the lowest 25% and provide after-school tutorial intervention to address mathematical deficiencies. • Provide opportunities for students to identify models of multiplication and/or division for basic multiplication facts and/or related division facts Gr. 3-5 Operations and statistics. • Support mathematics fluency and problem solving skills in the areas of determining the area of a polygon and identifying angles and transformations by providing time and practice. • Develop student's ability to make sense of real-world application problems involving expressions, equations, and functions to address Gr 8 Expressions, Equations, & Functions

<b>Resource Type</b>	Evidence-Based Program
<b>Resource</b>	Afterschool Tutoring (\$6150)
<b>Funding Source</b>	Title I School Funds; EESAC
<b>Amount Needed</b>	\$0